R E P O R T R E S U M E S

ED 019 125 PS 000 835

LANGUAGE DEVELOPMENT EXPERIENCES FOR YOUNG CHILDREN.

BY- ENGEL, ROSE C. AND OTHERS
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES

PUB DATE 66

GRANT OEG-32-14-1490-1033
EDRS PRICE MF-$1.25 HC-$12.08 300P.

DESCRIPTORS- *EDUCATIONALLY DISADVANTAGED, *PRESCHOOL CHILDREN, *LANGUAGE DEVELOPMENT, *MENTALLY HANDICAPPED, RETARDED CHILDREN, TEACHING GUIDES, RESOURCE GUIDES, *LANGUAGE ENRICHMENT, LOW ABILITY STUDENTS, LANGUAGE AIDS,

ALTHOUGH ORIGINALLY DESIGNED TO AID THE TEACHERS OF MENTALLY HANDICAPPED CHILDREN, THIS COMPREHENSIVE HANDBOOK OF LANGUAGE DEVELOPMENT EXPERIENCES IS USEFUL FOR ALL TEACHERS OF PRESCHOOLERS, INCLUDING THOSE CHILDREN WHO ARE DISADVANTAGED, PHYSICALLY HANDICAPPED, OR LEARNING ENGLISH AS A SECOND LANGUAGE. AN INITIAL DISCUSSION OF LANGUAGE DEVELOPMENT AND PROGRAM PLANNING IS FOLLOWED BY EXPLICIT LANGUAGE EXPERIENCE ACTIVITIES IN ART, COOKING, DRAMATIC PLAY, MUSIC, SCIENCE, WATER PLAY, AND DURING STORY TIME AND COMMUNITY TRIPS. EACH EXPERIENCE IS PRESENTED ON A SINGLE PAGE OF THE MANUAL WITH LISTS OF MATERIAL NEEDED, THINGS TO DO, THINGS TO TALK ABOUT, AND VARIATIONS OF THE EXPERIENCES SUGGESTED TO DO ON ANOTHER DAY. ALSO INCLUDED ARE LISTS OF BOOKS FOR TEACHERS AND BOOKS FOR CHILDREN TO FURTHER EXPAND LANGUAGE GROWTH. FORMS FOR EVALUATION OF A CHILD'S LANGUAGE DEVELOPMENT AND PROGRESS AS WELL AS A CROSS- INDEX OF RECEPTIVE AND EXPRESSIVE LANGUAGE EXPERIENCES DISCUSSED ARE ALSO CONTAINED IN THE HANDBOOK. (MS)

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED 019125

PS 000835

LANGUAGE DEVELOPMENT EXPERIENCES FOR YOUNG CHILDREN

DEPARTMENT OF EXCEPTIONAL CHILDREN
SCHOOL OF EDUCATION
UNIVERSITY OF SOUTHERN CALIFORNIA
LOS ANGELES, CALIFORNIA 90007

LANGUAGE DEVELOPMENT EXPERIENCES FOR YOUNG CHILDREN

Rose C. Engel, Preschool and Primary Consultant
Special Education Branch
Los Angeles Unified School District

William R. Reid[1]
Associate Professor of Education
University of Southern California

Donald P. Rucker[2]
Visiting Assistant Professor of Education
University of Southern California

PS 000835

The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare.

Developed by the Mental Retardation Instructional Materials Center Project. Published by the Department of Exceptional Children, School of Education, University of Southern California, 1966.

1. Director, Special Education Instructional Materials Center, Department of Special Education, Colorado State College, Greeley, Colorado.

2. Superior California Educational Resources Agency, Sacramento, California

CONTENTS

ACKNOWLEDGEMENTS	iv
FOREWORD	viii
INTRODUCTION	1
The Importance of Language	1
The Early Years	2
Acquisition of Language and Speech	3
Retarded Speech	4
Role of the Teacher	7
PATTERN OF NORMAL LANGUAGE DEVELOPMENT	12
Aids in Program Planning	15
The Daily Dozen	16
Commonalities for All Children	17
The Climate for Language	20
Considerations in Planning for Equipment	22

EXPERIENCES 25
Art 29
Cooking 43
Daily Procedures 55
Dramatic Play 67
Messy 87
Motor 95
Music 131
Science 149
Sensory: 163
Feeling 165
Hearing 171
Seeing 191
Smelling 207
Tasting 209
Story Time 211
Trips 223
Water Play 227
Other Small Group Activities 231
Books for Teachers 249
Books for Children 251
APPENDIX
Initial Publication 259
Recipients 260
Evaluation Request 268
Summary of Responses 270
Evaluation 273
Check List 274
Profile Sheet 279
Developmental Progress 280
EXPERIENCE INDEX 289
CROSS INDEX OF EXPERIENCES 293

ACKNOWLEDGEMENTS

This publication is a product of the Mental Retardation Instructional Materials Center Project which is supported by the Division of Handicapped Children and Youth, United States Office of Education, Department of Health, Education and Welfare under grant number 32-14-1490-1033 awarded under Public Law 85-926 as amended by Title III, Section 302 of Public Law 88-164.

The Project, conceived to support the recommendations of the Task Force Report of Education and Rehabilitation, is a part of the School of Education, University of Southern California. It was stimulated by the interests of many persons and agencies and enjoys a cooperative relationship with the Special Education Branch of the Los Angeles Unified School District.

The content and format of this publication reflects the needs of pre-school teachers in the Los Angeles Unified School District as determined by a survey conducted by the District.

A great number of individuals and groups have contributed time and effort to the Project and to this publication. Sincere appreciation is expressed to:

Irving R. Melbo, Dean, School of Education, University of Southern California

Ivy Mooring, Director, Mental Retardation Joint Agencies Project, Welfare Planning Council, Los Angeles County

Robert McIntyre, Associate Professor of Education, University of Southern California

Sophia T. Salvin, Administrator, Washington Boulevard School, Los Angeles Unified School District and Adjunct Professor of Education, University of Southern California

Ernest Willenberg, Director, Special Education Branch, Los Angeles Unified School District

for their part in encouraging and assisting in the development of the Project.

Lee Rausten Daguio, Speech Therapist, Graduate Fellow in Special Education and Intern at the Child Development Center, Children's Hospital

for her assistance in initial planning sessions.

Sue Cane, Speech Therapist for Mentally Retarded, Los Angeles County Superintendent of Schools Office and Speech Pathologist, Loyola University Guidance Center

for her valuable service during the initial planning in language development and her continued effort as the publication progressed.

Nadine Coates, Consultant in Education of Speech and Hearing Handicapped, Los Angeles County Superintendent of Schools Office

Frederick E. Garbee, Consultant in Education of Speech and Hearing Handicapped, Bureau of Education, California State Department of Education

Elise S. Hahn, Speech Pathologist, Kennedy Child Study Center and Associate Professor of Speech, University of California, Los Angeles

Esther L. Herbert, Supervisor, Secondary Speech and Hearing, Los Angeles Unified School District

Miriam Keslar, Supervisor, Elementary Speech and Hearing, Los Angeles Unified School District

Elizabeth Kinstler, Speech Pathologist, State School for Cerebral Palsied Children, Southern California

Edward Stark, Consultant in Education of Speech and Hearing Handicapped, Bureau of Special Education, California State Department of Education

Gay Ann Stebbins, Speech Therapist, Educable Mentally Retarded Program, Los Angeles County Superintendent of Schools Office

for their assistance in serving on the language development committee which finalized the outline for the publication.

v

Milton J. Miklas, Consultant, Special Education (EMR), Los Angeles County Superintendent of Schools Office

for his assistance and cooperation.

Florence Malcolm, Head Teacher, Child Care Center for the Mentally Retarded and Physically Handicapped, Oakland

for sharing her thoughts and those of her staff with our Project staff.

Speech Therapists, Psychologists and Early Childhood Educators from cooperating school districts throughout the Los Angeles Metropolitan Area, the State of California, the Nation, and England

for sharing ideas of pre-school activities and appraising the document before final publication.

Molly Gorelick, Visiting Assistant Professor of Education, University of Southern California and Director of Guidance, Exceptional Children's Foundation

Mavis Martin, Associate Professor of Education and Director of Campus Reading Center, University of Southern California

C. E. Meyers, Professor of Education and Chairman of the Division of Educational Psychology, Exceptional Children and Guidance, University of Southern California

Jayne Oldfield, Assistant Professor of Education, University of Southern California

for their contributions in assisting and supporting the Project.

Other staff members who participated in making this publication possible include: Robert Gelhart, Graduate Assistant; Morton Herz, Graduate Assistant; Edette Price, Research Assistant; and Shirley Stark, Graduate Fellow. We acknowledge the thoughtful secretarial assistance of Miss Lucy Hino in preparing the original manuscript.

It is the hope of all who have taken part in the development and production of this publication that it prove to be a useful teaching tool.

FOREWORD

A world in the process of tremendously accelerated change is making greater demands upon education than ever before. No longer can human needs be met by educating a limited percent, even a high percent of our children and youth. Education is now confronted with the challenge to foster human development to its maximum for all children. If schools achieve this goal, it will be due ultimately to the teacher and his competence in providing highly effective experiences adapted to the infinite variations in learners.

Among all the types of development the school wants children to achieve is facility in the use of language. Without language there can be no explicit thinking. Language is the one attribute that differentiates human beings from animals and makes possible the progress of civilization.

In Language Development Experiences for Young Children, we have the product of a federally-sponsored project which attacked the problem in its most difficult manifestation, namely, the language development of mentally-handicapped children. People representing diverse but related fields of specialization have demonstrated in this undertaking the many facets of the problem and the realization that only a cooperative attack will solve it.

The introduction provides a sound theoretical base in terms of the development of language, the problems involved in retarded speech, and the principles of learning applicable to the growth of vocabulary and the establishment of conventional language patterns.

A wealth of empirical experience with children has been reflected in the descriptions of activities that stimulate children's growth in language. Only long experience with children has made it possible to present such succinctly expressed activities related to the major areas of the educational program. Teachers will appreciate the format which makes these suggested activities available to them almost in outline form. The outlines, however, are sufficiently expanded to give teachers the essential clues concerning material and method necessary to replicate the activities successfully with any group of children.

The study was primarily directed to the needs of mentally-handicapped children. The publication which resulted will admirably meet the needs of devoted teachers of such children. In achieving this goal, the contributors, perhaps unconsciously, actually served a much wider professional need. Teachers working with head start or other disadvantaged preschool children will find the publication of immeasurable practical use in a field where theory abounds but effectual suggestions are in limited supply. Teachers of disadvantaged children in elementary schools can select many of the activities to use in terms of the maturity and language development of the particular children in the group. Teachers of children who enter school from a

home in which a language other than English is spoken will find these activities rewarding in expanding English vocabulary, establishing sentence patterns, and encouraging non-English speaking children to want to talk. In a word, all elementary school teachers can enrich their store of effective techniques by putting to work the valuable suggestions with which this publication is replete.

Federal funds currently being expended on projects to improve education only rarely result in conclusions that will truly help many teachers to achieve success in ways of working with children.

The Mental Retardation Instructional Materials Center Project was supported by funds from the United States Office of Education, Department of Health, Education and Welfare. The Center was established in the School of Education, University of Southern California and had a continuing cooperative relationship with the Special Education Branch of the Los Angeles Unified School District. The cooperation of many governmental and education agencies to meet a recognized need for improvement is an illustration of democracy functioning at its best.

Congratulations and the warmest appreciation is merited by all the persons who generously shared their time, energy and professional resources to bring this project to such a commendable fruition.

Helen Heffernan
formerly Chief, Bureau of Elementary Education
California State Department of Education

INTRODUCTION

In order that we have a common base of understanding, "Language" in this publication is considered as "the speech and gestures of a speaker and...the responses to speech and gestures made by a listener..."[1] Therefore, language includes speech and gestures but speech is not necessarily language.

THE IMPORTANCE OF LANGUAGE

Each individual living within a society needs to communicate with others. One who expresses himself can usually satisfy his particular needs while the inability to communicate often results in frustration. Man's most common form of communication is oral language and in our rapidly changing contemporary society, emphasis is being placed on one's ability to verbalize at an even earlier age. The advantage belongs to those with verbal fluency and facility, the proverbial "gift of gab." Gesell seems to have rightly regarded the ability to talk as more important than the ability to walk.[2]

Oral communication must not be regarded as singular, but rather as a two-way street where listening goes hand in hand with speaking; where one must receive as well as express; where one needs to decode as well as encode. All of us generally spend more time listen-

[1]Spradlin, Joseph E., "Language and Communication of Mental Defectives." Handbook of Mental Deficiency, Norman R. Ellis, Editor. New York: McGraw-Hill Book Company, 1963, p. 512.

[2]Gesell, Arnold and Amatruda, O. S., Developmental Diagnosis. New York: Harper and Brothers, 1947, p. 357.

ing than speaking. In fact, input must precede output as listening is the foundation for the development of the other communicative skills as well as a vital channel for building comprehension, the background necessary before one can understand the ideas and vocabulary found in reading material. Information comes to us mainly by listening. The "Read all about it" cry of the newsboy is often not as heeded as the "Hear all about it" radio invitation. It is the auditory portion of some television programs that carry much of the meaning. Even though we may be working at something which claims our visual attention, such as knitting or preparing dinner, it is still possible to understand many of these program presentations through listening alone. But let the audio fail and the program becomes difficult to comprehend.

THE EARLY YEARS

In the United States, most pioneer programs for the young were established for purposes of teacher training, to provide work for unemployed teachers during the depression, for parent education classes and then to release mothers for work in the war effort. Any benefits accruing to the child were by-products. Today there is growing recognition of the importance of education during the "formative" years. With the new impetus on the development of education programs for the young, purely for their sake, this year may become known as "The year of the child.".

An important conclusion of research conducted in compensatory programs for children considered environmentally disadvantaged is that pre-kindergarten years are vital in the

development of cognitive abilities. Teachers' evaluations of Head Start programs have emphasized the need to start early as the age of onset of language emphasis has an important effect on later ability. If speech is not developed during the critical period between ages two and four when speech usually matures, it becomes increasingly difficult to master this skill. Verbal language is not the only means of learning, but is certainly the major medium of instruction. It is, therefore, especially important to make the most of this time of "prime readiness" for language development.

ACQUISITION OF LANGUAGE AND SPEECH

The impulse to communicate in speech and gesture is innate.[3] The birthcry begins the infant's oral response to his environment but progress made in oral expression and listening ability is greatly dependent on the mental and physical capacities of the child. His background of experience or lack of it also plays an important role in language growth and his expression often mirrors his emotional status. In other words, speech is an index of physiological maturity and a sensitive barometer of how an individual feels about himself and how he relates to other people.

Under optimum conditions, the development of speech and language is a lengthy process covering seven to eight years. Van Riper states that speech skills are seldom completely mastered

[3]Sheridan, Mary D. "Development of Auditory Attention and Language Symbols in Young Children", Reprint from The Child Who Does Not Talk, Clinics in Developmental Medicine, No. 13, The Spastics Society Study Group, Durham, 1963, p. 2.

during a lifetime.[4] Just as there is a wide difference in the physical development of children, so we can also expect much variability in speech development. Due to the complex nature of speech and its vulnerability, mental, emotional or physical traumas may lead to a breakdown in language or to the development of a facade of verbal facility.

Many of the so-called "speech defects" in young children are merely signs of immature speech which will disappear as the child grows older. The fact that language develops in a particular pattern can assist the classroom teacher in informally assessing a child's development. The chart "Pattern of Normal Language Development" on pages 12-13 can serve as a guide in this assessment.

RETARDED SPEECH

Speech problems stand highest in surveys of handicapping conditions. Let us review the primary deficiencies which evidence themselves in language problems.

Hearing loss is a prime cause of speech retardation. Because speech is learned mainly by imitation, children with hearing handicaps have great difficulty with oral expression. They miss the most important ingredient for developing good speech: hearing it. Therefore, it is important that the teacher suggest a hearing test for the child whom she suspects may have an auditory impairment.

[4]Van Riper, C., Speech Correction Principles and Methods. New York: Prentice Hall, Inc., 1947, p. 69.

There is general agreement regarding the positive correlation between intelligence and level of speech development. On the whole, the higher the intelligence, the better the language. Kirk states that delayed language and speech development is particularly characteristic of children with retarded mental development.[5] Language is a fair indicator of mental age. Speech is the most complex and the last of human abilities to develop, therefore children with lower mental abilities frequently are "unfinished" in this area. It is in the slower rate of speech development that the retarded differ from the normal; the sequential development is generally accepted as being the same. Though the language of the retarded is similar to that of the young child, there may be less imagination in their expression than in a normal youngster of the same mental ability.

Good speech production depends on coordination of some of the same small muscles used in sucking, chewing and swallowing. The speech of children who have difficulty controlling these muscles is often unintelligible. Berry and Eisenson state that 75% of those with cerebral palsy have speech problems.[6] Most cerebral palsied children need the specialized services of a speech specialist to supplement the language experiences they receive in

[5]Kirk, Samual A., "Research in Education", Mental Retardation, A Review of Research, Harvey A. Stevens and Rick Heber, Editors. Chicago: University of Chicago Press, 1964. p. 83.

[6]Berry, Mildred and Eisenson, Jon, Speech Disorders. New York: Appleton-Century-Crofts, Inc., 1956, p. 354.

their regular classroom. The language problem of children with cerebral palsy may be compounded by the basic lack of muscle control, retarded mental development, lack of stimulus and sensory deprivation.

Studies of children in programs for the environmentally disadvantaged as well as the mentally retarded show evidence of particular retardation in speech and language. Since "structural and functional integrity or the ability to compensate for [these] deficiencies" is necessary for the development of language,[7] we can conclude that these children have not been able to counterbalance their defects.

David Ausubel's work with environmentally disadvantaged children has indicated that retardation in intellectual functioning is primarily manifested in language, "particularly with respect to the abstract dimension of verbal functioning."[8] These children have had little or no contact with others who might serve as language models as theirs is often a physical rather than a verbal world. Since language is a learned behavior, there must be opportunity to hear and use language and to enjoy experiences that motivate speech and give him something about which to talk. Speech needs to be enjoyable and children learn this by observing others talk

[7]McDonald, Eugene T., "The Bases of Speech and Language Problems in Cerebral Palsy", Symposium on Cerebral Palsy, A.S.H.A. 37th Convention, Chicago, Nov. 7, 1961, pp. 37-48.

[8]Ausubel, David P., "The Effects of Cultural Deprivation on Learning Patterns," Audiovisual Instruction. January, 1965, p. 10.

and listen. A non-verbal environment breeds language deficient children, and children with impoverished language backgrounds are high failure risks in the first grade. Just as children need to hear language, they also need someone who will listen to them. Communication takes two: one to talk and one to listen. If people fail to listen, the child has little motivation to talk and often resigns himself to a feeling of worthlessness. Therefore, "learning to listen" is important for the adult as well as the child. As language develops on a continuum, deficits in early oral communication tend to affect the later development of both receptive and expressive written language.

ROLE OF THE TEACHER

The emphasis in this publication is on the children with whom the classroom teacher works in developing language and not on the severe cases with whom the speech pathologist is particularly concerned. The teacher's responsibility is to refer cases of delayed speech and articulation, stuttering or hearing loss to a specialized speech correctionist for treatment. We can quickly find children needing such referral by considering Van Riper's definition of defective speech: "Speech is defective when it deviates so far from the speech of other people that it calls attention to itself, interferes with communication or causes its possessor to be maladjusted."[9]

[9]Van Riper, Charles, Speech Correction Principles and Methods. New York: Prentice Hall, Inc., 1947, p. 69.

When a child enters nursery school at three, unless there is evidence of a particular problem, there is no need for special training in language other than that which can be offered by the teacher in the classroom setting. Varied play activities in the emotional climate long accepted as nurturing children's development often provide the needed environment for the improvement of language. The importance of imitation in language development places demands on the teacher to provide the best speech model possible as it is her own voice and speech which will set the example and serve as a constant teaching aid.

Responsive listening encourages a child's further expression, therefore we again stress that adequate time must be provided for listening to children. Parents of environmentally disadvantaged children are often too tired and harrassed at the end of a long working day to provide that much needed "listening ear". This time may be the most important thing we can give to the young child.

Many young children come to the school situation without the necessary background of experience upon which language must be based. Theirs may have been a limited world, meager in ingredients that stimulate language. They may not have been exposed to the common experiences that middle-class teacher expect them to know, the same experiences that are the subjects of many of our readers. Children often do not know the name of many of the common things in the home and school environment such as "ceiling", "light switch", etc. As language is learned by imitation, it is important that the children hear these words used meaningfully as they

relate to the daily classroom experiences. When the teacher talks about what is going on, she provides the model which children imitate. The more he hears, the more he will truly "see".

Language symbols can only follow the acquisition of concepts, and the fullest and most accurate concepts are built through experiencing things with all of the senses. When children come to school without this essential background, the teacher's role of providing the necessary experiential and ideational enrichment is even more important. Even for the child who comes fortified with varied common experiences, the school for the young can offer first-hand enrichment that even the "best" home seldom provides.

A non-threatening emotional climate is an important aid in developing the desire to communicate, and as language is allied with pleasure, it is more likely to be used. The teacher can play the main role in making language pleasurable by providing encouragement and accepting the level and progress of which each child is capable. Each teacher does this in her own way. One may be full of contagious enthusiasm and another may be a quiet person whose friendliness creates a warm, relaxed atmosphere. Laughter is a universal form of communication and there should be a joyful ring to all classrooms.

Language is part of the day's activities and not to be considered only during a specific portion of the day set aside for language activities. When this training is a regular part of all experiences, children learn the utilitarian and social value of speech and can participate regardless of the level of their expressive language. Classroom concern is with language improvement

rather than with articulation. The goal is intelligible oral expression with language first in importance and speech second.

Goals for the pre-school child to satisfy basic language needs are progressive and may move as follows:

1. The development of responsive listening habits
2. Sufficient vocabulary to satisfy his daily needs
3. The ability to communicate orally with his classmates
4. Social skills for optimum personal-social adjustment
5. The ability to meaningfully contribute to discussions
6. The development of self-confidence necessary for taking a place in our society by constantly participating in oral communication-centered activities
7. The ability to relate facts in a sequential and relevant manner

From these generalized goals, specific education objectives should be developed in the classroom that will permit the classroom teacher to determine how well her program is meeting the needs of youngsters. An excellent guide in developing objectives is the book Preparing Instructional Objectives by Robert F. Mager, San Francisco, Fearon Publishers, 1962.

"Perhaps in the long run the best speech teacher is a kind of tutorial companion or simply an adult who takes an interest in the child and gives him rewarding experiences that go

beyond those currently available. Their mutual goal would be the accomplishment of relevant, new, communication skills."[10]

[10] Schiefelbusch, R. L. "A Discussion of Language Treatment Methods for Mentally Retarded Children", Mental Retardation, April, 1965. p. 7.

PATTERN OF NORMAL LANGUAGE DEVELOPMENT

AGE MONTHS	PHYSIOLOGICAL ASPECTS	SOUND ASPECTS	NUMERICAL SIZE OF VOCABULARY	WORD TYPE	SENTENCE LENGTH	ARTICULATION-APPEARANCE OF INDIVIDUAL SOUNDS IN SPEECH*	GENERAL INTELLIGIBILITY
1	Sucking (7) Swallowing (7)	Crying (2) Small throaty noises (2)					
2		Grunting, sighing, cooing (plays with vowel sounds) (7)					
3	Smiling (7)	Babbling (self-imitation of vowel-like sounds and syllables) (7)					
4	Laughs aloud (2)						
5		Squeals, growls (2) Socialized vocalization (7)					
6	Locates sources of sound (2)						
7-8	Gestures still more meaningful than sounds (7)	Inflection with vocal play to gain attention (7)					
9-12	Waves bye-bye (2)	Echolalia (imitation of sounds others make but he does not understand) (1)					
12		First words	3 (5) 1-3 (3)	Nouns (3)			1-2 years Words used may be no more than 25% intelligible to unfamiliar listener. Jargon near 18 months almost 100% unintelligible. Improvement is noticeable between 21 and 24 months. (3)
18		Jargon (much vocalization and imitation of adult speech with few intelligible words. Usually talks to self, animals or toys) (7)	15-20 (3) 10 (2)				

PATTERN OF NORMAL LANGUAGE DEVELOPMENT

AGE YEARS	PHYSIOLOGICAL ASPECTS	SOUND ASPECTS	NUMERICAL SIZE OF VOCABULARY	WORD TYPE	SENTENCE LENGTH	ARTICULATION	GENERAL INTELLIGIBILITY
2		Combines words (7)	272 (5) 100-200 (3)	Verbs, nouns (3)	1.7 (5)		2-3 yrs. Words about 65% intelligible by 2 yrs; 70-80% intelligible in context by 3. Many individual sounds faulty but total context generally understood. Some incomprehensibility because of faulty sentence structure. (3)
2½ yrs.		Jargon almost gone, more word combinations and phrases. May be non-fluent. (7)			2.4 (5)		
3 yrs.			600-1000 (3)	Nouns, verbs, personal pronouns (3)	3.3 (5) 3-4 (3)	m, n, ng, p, f, h, w (6)	3-4 yrs. Speech usually 90-100% intelligible in context. Individual sounds still faulty and some trouble with sentence structure. (3)
3½ yrs.					4.0 (5)	y (6)	
4 yrs.			1540 (5) 1100-1600 (3)	More pronouns, some adjectives, adverbs, prepositions, conjunctions (3)	4.3 (5) 4,5,6 (3)	k, b, d, g, r (6)	4-5 yrs. Speech is intelligible in context even though some sounds are still faulty (3)
5 yrs.		Quite fluent (3)	2072 (5) 1500-2100 (3)		4.6 (5) 5-6 (3)		5-6 yrs. Good (3)
6 yrs.			2563 (5)			t, th, v l (6)	
7 yrs.						th, z, az, j (6)	

*According to the Templin Study, these are the ages at which 75% of children first uttered various types of sounds correctly.

REFERENCES FOR PATTERN OF NORMAL LANGUAGE DEVELOPMENT

1. Eisenson, Jon; Auer, Jeffrey; and Irwin, John. Psychology of Communication. New York: Appleton Century Crofts, 1963.

2. Gesell, Arnold. Infant Development. New York: Harper and Brothers Publishers, 1952.

3. Lillywhite, Herold, "Doctors Manual of Special Disorders," Journal of the American Medical Association, Volume 167, 1958, 850-858.

4. Shirley, Mary. "Common Content in the Speech of Pre-School Children," Child Development, Volume 9, No. 4, December 1938.

5. Smith, Madorah E. An Investigation of the Development of the Sentence and the Extent of Vocabulary in Young Children, State University of Iowa, 1926.

6. Templin, Mildred C. Certain Language Skills in Children, Their Development and Interrelationships. Minneapolis: University of Minnesota Press, 1957.

7. Van Riper, Charles. Principles of Speech Correction. New York: Harpers, 1963.

AIDS IN PROGRAM PLANNING

Young children work best in small groups, therefore the program must be planned to permit each child to choose an activity in which he can play alone or with a few others. A variety of activities should be available so that the child may move to something else according to his attention span and interest. A smooth and interesting day doesn't just happen; it takes planning and work before and after the children's day. For both indoor and outdoor periods, it is the teacher who sets the stage by arranging equipment and material for varied and interesting experiences. She plans teacher-directed activities to meet the needs of her children remembering that her time and attention must be available to move from and to small groups or individuals. The daily planning of the environment can release the teacher to give time and attention when and where it is needed.

The teacher needs to be flexible and sensitive to the need for changes in her plans. What could be more important about what comes next than what the child is doing now? "Finish up quickly, children, we have to hurry to rest." is an example of pressuring children to meet a time schedule. We want to have time for those precious "crystal moments."

> "There is much in the life of the little child that has no furthering purpose; small ecstacies, lived for the moment, that have meaning only themselves. Crystal moments--invaluable."
> Madeleine C. Dixon, Keep Them Human.
> New York: John Day Co., 1942. p. 145.

DAILY DOZEN

1. Provide plenty of "talking time" for the children. Wait for the child's response; try not to answer for him.
2. Remember "listening time" for the teacher.
3. Help the child build a feeling of self-esteem; consider him a worthy individual whose opinion and contributions are important.
4. Initiate and keep the door open for communication and cooperation with others on the team: parents, therapists, etc.
5. Be a good language model.
6. Remember that speech and language is a learned behavior and not an automatic process.
7. Use positive reinforcement of any expressive language; praise the child for each success.
8. Encourage the child to make his needs known verbally rather than anticipating them.
9. Use real experiences whenever possible; use multi-sensory channels when introducing a symbol (word).
10. Emphasize communication rather than articulation.
11. Create a friendly relaxed environment in the classroom.
12. Remember that receptive language always precedes expressive language.

COMMONALITIES FOR ALL CHILDREN

- Adapt the environment or situation so that each child can be part of the activities enjoyed by others in the group.
- If all the others are on the floor or grass for an activity, get him out of the wheelchair and down with the others.
- Let him see. Closing off his vision is like putting earmuffs on a child who is blind.
- Tell him what is going on. When you touch him, if not saying anything, tell him who you are. Teach other children to identify themselves when touching him.
- Be a good language model.
- Use simple sentences rather than single words to facilitate language development.
- Care for him rather than always taking care of him.
- Give him the time to do whatever he is physically capable of doing for himself.
- Let him make as many movements as possible by himself. Tell him to "come to your voice." Let him open doors with his own effort, when possible.
- Encourage the child to verbalize his needs rather than anticipating them. In a situation where there is some problem in relation to another child, help him use a verbal rather than physical approach.
- Encourage the child to express himself in some language medium such as: 1) speech, 2) finger spelling, or 3) written.
- Encourage free physical movement.
- These children particularly need to use their bodies.
- Thoughtfully arrange the environment for free movement with safety. Encourage independence.
- Expect the standards of courtesy and waiting expected of others. A handicap is not to be used to take advantage of the rights of others.
- Give him opportunities to help others. He is so often on the receiving end.

CODE

- ALL CHILDREN
- PHYSICALLY HANDICAPPED
- DEAF CHILDREN
- BLIND CHILDREN

- Help the child develop and use any auditory ability he may have.
- If he has a hearing aid, he is to use it.
- Hearing is his main channel for learning. Don't be afraid of a sensory overload on this channel for the blind.
- Listen! Give him time to talk by waiting for his response and trying not to answer for him.
- Listen and refuse a request if you need to but do not ignore by not responding.
- Repeat but vary the situation to keep the child interested.
- In presenting new vocabulary remember the importance of repetition. Try to use the new word in every sentence so the child will recognize it on your lips and associate the word with the object or action.
- Respect the contribution and opinion of each child.
- Show him what is expected before asking him to do it.
- He only understands what he can see.
- Talk about what is going on to help him not only look but to see.
- Never take anything for granted when speaking to the deaf child. Take the time to explain everything no matter how simple it may seem by asking the child to repeat what was said, by asking him a question about what was said or by having him show what was done.
- Many of their concepts are built and clarified by what they hear. Tell him where and why he is going before moving him. Talk about the type of flooring they are crossing such as "Now we are on the grass (cement, asphalt, tile, wooden floor)."
- Use concrete experiences.
- If he is unable to go to things, bring them to him.
- "Puppy" is only a word until experience of its warm, wiggling tail-wagging, cold nose and wet tongue add mearning.
- Use multi-sensory approach.
- Use simple pictures to clarify ideas when the concrete object is not available. Until he has developed a mental clue, he needs to see the visual clue. Use all possible media including: charts, blackboard, picture flash cards with labels, auditory stimulation, hearing aids - group and individual.

- Use many kinesthetic experiences and sensory art activities to encourage manual dexterity and manipulation.
- Sense of touch helps to round out what he sees.
- Sense of touch helps to round out what he hears.
- Work for communication and praise child for each success, remembering that receptive language always precedes expressive language.
- Bombard him with language on his level. Use the same name for an object until he understands it. Call a dog a dog. Interchanging dog, doggie, pup, puppy, Spot, etc. adds confusion.
- Work with parents and therapists. Parents are the prime educators of their children. We need to take advantage of the fact that classroom situations can reinforce patterns learned in therapy.

THE CLIMATE FOR LANGUAGE

SOCIAL

Children have an urge to make contacts with others.

Opportunities for language are provided in school and in out-of-school situations -- greeting bus drivers, therapists, school staff members, peers.

Opportunities are provided for participation in group response during poetry or stories.

Children have beginning experiences in being courteous members of an audience.

Children have opportunities to hear and eventually learn to use daily courtesies.

Language facilitates the child's acceptance in social groups.

Children learn to control the actions of others through language rather than action.

Our society places great value on effective communication.

INTELLECTUAL

Children have an urge to share experiences.

Listening experiences build awareness, auditory recognition and auditory discrimination of familiar sounds.

Dramatic play helps to clarify concepts.

Real experiences provide the "stuff" of which language is made.

Books and pictures review and further clarify concepts and vicariously help children explore experiences not otherwise available.

All experiences contribute to a growing vocabulary and association of meanings with concepts.

Auditory memory is developed through opportunities to recognize familiar music, learn words to songs, games, and poetry.

The teacher provides a speech model.

Innate mental ability affects language.

PHYSICAL

Children have the physical urge to verbalize.

Growing control of speech organs (lips, palate, jaw, teeth, tongue) is dependent on the ability to blow, suck, chew, and swallow.

Correct posture facilitates speech.

Relaxation exercises improve breathing habits as body tension affects speech musculature.

Body movements and pantomime exercises encourage relaxation, vocal play and rhythmic speech.

Learning to listen is an important aspect of language development.

Language facilitates gaining independence - to at least have some choice in activities or to direct them.

Language is affected by hearing ability.

Neurological impairment may affect motor pathways involved with respiratory system and speech musculature.

Visual ability affects language. Language of non-ambulatory child may be affected if visual impairment further limits his world.

EMOTIONAL

Children have an urge to express and share feelings.

Help children toward the realization that language is a pleasurable experience.

A healthy emotional climate is necessary for developing the desire to communicate. Opportunities for informal language situations stimulate the desire to communicate.

A feeling of acceptance by the teacher who is a willing and interested listener encourages expressive language.

Dramatic play and dramatization of stories free the child for more expression as he assumes character roles.

Expressive language acts as a safety valve for feelings and emotions.

Language retardation may reflect emotional disturbance.

CONSIDERATIONS IN PLANNING FOR EQUIPMENT AND MATERIALS

AGE GROUP	LARGE MUSCLE EQUIPMENT	SMALL MUSCLE EQUIPMENT
Younger Children	Wheel toys Climbing apparatus Hollow blocks and planks Jumping board Large packing boxes Woodworking: hammers, roofing nails, soft wood Sandbox: pails, shovels Water play table Rocking boat Large transportation toys for pushing, pulling and hauling Large balls, 8" diameter Beanbags Unit floor blocks	Table toys Wooden puzzles and case Form boards Nesting cans Turn-A-Gear Beads and laces Large interlocking beads Pounding board and mallet Lacing boot Creative art materials Easels Paints Brushes Clay Printing materials Sponges Non-roll crayons Chalk, 1" diameter Aprons Collage material
Older Children	ADD: Cleated barrels Ladders, portable Woodworking: saw horses, rack for tools, saw, C clamps, button molds, drill Sandbox: transportation toys Wheelbarrow Jump ropes Balls, small, 4-6" diameter Block accessories Doll house: small dolls, furniture	ADD: Table toys: dominoes, interlocking wooden train and tracks, tinker toys, giant dominoes, hammer and nail sets, etc. Creative arts: blunt scissors, (right- and left-hand) brayers, etc.

CONSIDERATIONS IN PLANNING FOR EQUIPMENT AND MATERIALS

DRAMATIC PLAY

Housekeeping
- Telephones
- Rocking chair
- Child-size furniture: table, sink, stove, pots and pans, ironing board and iron

Dress-up clothes

Dolls: Negro, Caucasian, Oriental (washable)

ADD:
- Broom and dustpan
- Child-size bed
- Carriage
- Cash register
- Hand puppets

STORIES AND MUSIC

Flannel board

Books

Record player

Records and rack

Autoharp

Drums

Wrist bells

Rhythm sticks

Tambourines

ADD:
- Magnetic board with geometric forms
- Small interlocking blocks
- Song bells
- Flannel board stories

SCIENCE

Aquarium

Watering cans

Large pet cage

Large magnifier

Hot plate

Electric Frying Pan

ADD:
- Magnets
- Thermometers
- Gardening equipment
- Hand magnifiers
- Air pump
- Plastic color discs
- Kaleidoscope
- Tuning fork
- Prisms

EXPERIENCES

The classroom should provide constant language experiences to help the child satisfy his basic needs and adjust to and participate in our communication-oriented society. As language is influenced by the child's total development -- physical, emotional, social and intellectual -- the approach to language concerns itself with many things. Language cannot be taught to children purely as language, but only through experiences and these early experiences may affect all of the skills which provide a basis for later academic learning.

The nature of group experiences for young children include similar learning opportunities whether the school is called a nursery school, a special school, a pre-school program or a child care center. The material presented here can serve children in any program, as most of the suggested activities are based on the commonalities found in all children. For any child, consider:

1. His limitations

   Try to improve his functioning level with whatever means necessary such as adjustment of classroom material, scheduling and referral for needed medical or psychological services.

2. His need for experiences

   Young children need concrete experiences. They need to see for themselves and be involved. We plan for their childhood without pressure to do now what they'll [illegible] ready for next year.

3. His need to communicate

   We facilitate this by choosing, adjusting and expanding his language experiences. Communication permeates the entire program.

4. His "all-day" learning

   We remember that education goes on in every phase of the program and is not only served during the "circle" period.

The experiences have been organized under thirteen major areas encompassing the young child's learning program. Each area has examples of experiences with some suggestions of things to talk about. The maturity level of the child or group will guide the teacher as to how far to go both in doing and in talking. We have tried to clearly label the experience so that you can quickly decide whether this is what you are looking for without having to read through the entire page. The needed materials are listed. These are usually among your standard supplies, or are discarded items that always find their way into the "beautiful junk" collection of the teachers of young children. Activities have been organized to suggest an approach under the "How to do it" or "Things to do" section.

Children enjoy repetition. They need to explore material thoroughly before they really know what it can do. They are great experimenters and know that the best way to find out about material is to use it again and again. We may think, "They just painted yesterday and are tired of it", but it takes numerous experiences to even begin to understand and appreciate

this one medium. We have tried to add variations to some of the basic ideas so that they may be used again and again with sustained interest, reinforce learning and allow broader serviceability of teaching material and ideas.

The experiences have not been marked as only suitable for a particular level because the teacher is best able to make the selection for her children. In addition to providing enriched environmental experiences, we need to take advantage of spontaneous, unstructured situations for learning. We hope that these suggested experiences will spark your own thinking to investigate variations and other activities to stimulate and encourage language in your children. An important by-product of such a program will be the provision of nurture for the highest potential inherent in the nature of each child.

The final curriculum is always built in the classroom. We hope you will explore these ideas with your children and build those that are appropriate into your curriculum.

ART

"Art for the young child is a means of self-expression in visual form. He uses art to express what he does, sees, feels, thinks and talks about. Experiences in art provide him with opportunities to explore and experiment, to express ideas and feelings about himself and the world around him. They strengthen his ability to imagine and to observe, and increase his sensitiveness to himself and to others. As he works with materials he assumes responsibility for choosing and shaping them, uses judgment and control, and gains success experiences which aid in establishing a self-concept of worth as an individual." (p. 270)

"Intellectual growth takes place through art experiences as the child invents new ways of using materials and refines methods he has previously used. As he becomes absorbed in his work, he finds a need for more mature speech in order to talk about it, to explain, or to inquire. The greater the variety of materials with which he works, the greater his confidence in his ability to express himself." (P. 271)

Hammond, Sarah Lou; Ruth J. Dales; Dora Sikes Skipper; Ralph L. Witherspoon. Good Schools for Young Children. New York: The Macmillan Company, 1963. 397 pp.

EXPERIENCE: APPRECIATION

Material Needed:

A well-illustrated book such as one of the Caldecott Medal Books* (awarded annually to the artist of the year's "most distinguished picture book")

How to do it:

1. Show the cover and book-jacket, if available.
2. Show the title page and point out the title, names of author and artist.
3. Read the story, holding the book so that the children can see the illustrations.
4. Ask which was a favorite part.
5. Find the picture which goes with that part and look at it together noting how the artist "told" the story.

Things to talk about:

1. The author and artist
2. Kind of technique used (some may be the kind of art experiences the children have had such as sponge, crayon, tissue lamination, etc.)
3. Colors (e.g. bright colors might be described as "wild," "startling," "vivid," etc.)
4. Designs

Variations:

1. Use art prints from your own collection or borrowed. A four year old can learn to recognize a Cezanne painting.
2. Use reproductions of famous paintings from magazines.
3. Have lovely art books on the library table for browsing.
4. Share your beautiful sculpture or ceramic pieces with the children. Let them "touch." No child is too young to appreciate beauty.

*Recent Caldecott award winners. Complete listing is available from your librarian.

Where the Wild Things Are, by Maurice Sendak	1965
May I Bring a Friend? by Beatrice de Regniers	1964
The Snowy Day, by Ezra Jack Keats	1963
Once a Mouse, by Marcia Joan Brown	1962
Baboushka and the Three Kings, by Nicolas Sidjakov	1961
Nine Days to Christmas, by Marie Hall Ets	1960

EXPERIENCE: BLOWING PICTURES

Material Needed:

1. Food coloring (in case child sucks rather than blows)
2. Colored straws
3. Construction paper, white or pastels, 3 sizes

How to do it:

1. Child chooses paper.
2. Child chooses color.
3. Teacher places a small amount of the food coloring on his paper.
4. Child chooses a straw.
5. Child blows at coloring through straw.
6. Child may ask for an additional color.
7. Child blows and watches colors blend.
8. Straw is discarded when finished, finished product is placed to dry in place provided.

Things to talk about:

1. Size, shape, color, number of corners, length
2. "Please," "Thank you"
3. Following directions

Variations:

1. Try using water colors.
2. Fold picture in half and blot together.
3. Trace around design formed with crayons.

EXPERIENCE: CHALK PAINTING

Material Needed:

1. Chalk (1" diameter)
2. Water
3. Manila paper, 3 sizes
4. Sponges

How to do it:

1. Child chooses paper.
2. Child sponges water on paper.
3. Child selects color of chalk he wants to use.
4. Child experiments with different strokes on his paper.
5. Child may overlap colors.
6. Teacher instructs child where finished product is to be placed to dry.
7. Child uses his sponge to wipe his hands and table, if necessary.

Things to talk about:

1. Size, shape, number of corners on each sheet
2. Difference between feel of dry and wet paper (e.g. rough, smooth, slippery, etc.)
3. Chosen colors. Compare to those others have chosen.
4. Width of strokes, shapes made
5. Changes in colors
6. Following directions
7. Changes in color intensity as picture dries

Variation:

1. Wet large newsprint and apply to windowpane with sponge.
2. Smooth out air bubbles.
3. Children take turns using wet chalk with different strokes.
4. Discuss how the chalk is used: on the side or end; width of strokes; broad or fine lines; shapes, etc.

EXPERIENCE: CLAY

Material Needed:

1. Ceramic type clay, the size of a grapefruit or orange for each child
2. Tongue depressors may be used for cutting, but children can enjoy the clay without accessories
3. Table top covered with oilcloth, reverse side up, or individual clay boards

How to do it:

1. The teacher passes out the material and verbalizes her actions.
2. The teacher and children work with their balls of clay.
3. All help with clean-up activities.

Things to talk about:

1. "Here is a big ball of clay for Johnny."
2. "Johnny, please give this clay to Mary."
3. The teacher verbalizes what she and the children are doing.
   a. "This is how I make it flat, flat, flat. I give my clay a pat, pat, pat."
   b. "Johnny is making his clay flat, flat, flat."
   c. "My clay feels soft. How does yours feel?"
   d. "I'm rolling my clay into a ball."
4. Clay is a social activity. With four children sitting together at a table, language is naturally encouraged. Conversation need not be about the activity, but about anything of interest.

Variations:

1. The children help mix play dough (3 cups flour, 2 cups salt, about 1 cup water, and desired food coloring) and use as clay.
2. Use garlic presses to press clay out in strands for decorations.
3. The finished product may be fired, if a kiln is available.
4. The finished product may be painted:
   a. with shoe polish
   b. with tempera paint
5. Wet clay may be rolled to $\frac{1}{2}$ inch thickness and textured through the use of tools such as medicine bottle lids, screws, fancy buttons, etc.

EXPERIENCE: COLLAGE (Pasting various materials together to form a picture)

Material Needed:

1. Twine or yarn
2. Any small three-dimensional materials or objects such as buttons
3. Scissors
4. Paste or white glue
5. Construction paper or shirt cardboards
6. Sponges for wiping hands

How to do it:

1. Arrange material for self-service. A lazy Susan works well.
2. Children apply glue to selected pieces and attach to paper as they wish.
3. Children return unused material.
4. Children place completed collage in area provided for drying.
5. All participate in clean up.

Things to talk about:

1. Choosing material
2. Where the pieces are being placed
3. Comparing sizes, colors, textures, shapes
4. Asking for more materials
5. Listening to and following directions

Variations:

1. Use pictures torn or cut from magazines.
2. Wood collage using small blocks, tongue depressors, popsicle sticks, small wooden scraps, wood shavings, etc.
3. Metal collage using small bolts, paper clips, corset stays, etc.
4. Fabric collage using bits of carpet or upholstery samples, etc.
5. Seed collage using beans, split peas, lentils, etc.
6. This medium has endless possibilities for variety.
7. Older children will enjoy a number collage using:
    a. Cut up numerals from a calendar
    b. Pieces of used register tapes of varying colors and lengths
8. Vary background: hosiery boxes, sandpaper, pressed cork board, etc.

EXPERIENCE: COLORING

Material Needed:

1. Roving or heavy yarn
2. Starch
3. Crayons, non-roll
4. Shirt cardboards
5. Damp sponges

How to do it:

1. Children dip 8-10" lengths of yarn into starch.
2. Drop and wind yarn around on the cardboards.
3. Wipe hands on damp sponges.
4. Place in provided area to dry.
5. When dry, they may more easily color one space, as hardened yarn serves to limit the areas.

Things to talk about:

1. Thickness of roving
2. Difference between feel of dry and wet roving
3. Designs made with roving
4. Colors used
5. Listening to and following directions

Variations:

1, Paint areas delineated by yarn design.
2. Add collage material within areas.

EXPERIENCE: FINGERPAINTING

Material Needed:

1. Liquid starch in plastic liquid soap dispenser
2. Butcher, shelf paper, or shirt cardboards
3. Paint (tempera)
4. Clean-up materials
5. Aprons

How to do it:

1. Put on aprons.
2. Child squeezes starch on his paper.
3. Child selects tempera color and teacher sprinkles it on his starch.
4. Child blends color over his paper using his fist, fingers, thumb, palm, etc.
5. Child may ask for a second color.
6. Children place pictures in area provided to dry.
7. All help in clean up.

Things to talk about:

1. Following instructions
   "We have room for two more people to fingerpaint."
   "Squeeze the starch on your paper."
   "We have yellow and blue paint today."
   "Which color do you want?"
2. Parts of the hand
3. Two children may work on the same paper; if they accidentally meet and blend colors the result may be more things to talk about.

Variations:

1. Fingerpaint directly on formica table top.
   Press paper down on top of painting and peel off negative print.
2. Add collage to dry finger painting.
3. Use printing tools dipped in tempera paint on top of dry finger painting.
4. Sprinkle dry tempera paint on top of finger painting while still wet.
5. Make mono-print by blotting down large paper towel on wet finger painting.

EXPERIENCE: MONTAGE

Material Needed:

1. Construction paper
2. Pictures from magazines, discarded books, etc. (food items)
3. Paste

How to do it:

1. Tear or cut out pictures of food.
2. Paste on construction paper to make montage (pictures may overlap).
3. Place in area provided to dry.
4. All help in clean up.

Things to talk about:

1. Foods
2. Colors
3. Non-food pictures
4. Listening to and following directions

Variation:

1. Children look through old magazines for appropriate pictures.
2. Children sort pictures into two boxes with small cue pictures, one for food and the other for grooming (brushing teeth, combing hair, washing [illegible], etc.).
3. Children paste pictures on two strips of butcher paper to make one large montage for each area: food and grooming.

EXPERIENCE: PAINTING

Material Needed:

1. Paint (tempera)
2. Paper
3. Brushes
4. Aprons

How to do it:

1. The children don aprons.
2. The paper is placed on easels, on table tops, or on floor.
3. A brush is placed in each color of paint.
4. The children select a color, paint, and return the brush to the same container.
5. Pictures are placed to dry in the area provided.
6. All help in clean up, as needed.

Things to talk about:

1. The teacher talks about the paper available upon which to paint.
   a. "Today we have blue paper or white paper. Do you want blue or white, Mary?" (Choice requires verbal response.)
   b. "Today we have circles or squares to paint on. Do you want a circle or square?"
   c. "Today we have large sheets or small sheets. Do you want a large or small sheet, Mary?"
2. The same may be done with paint colors.
3. "You may choose where you want to paint today. Mary, do you want to use the easel or the paper on the table?"
4. After the child paints the picture he may want to tell a "story" about what he made.
5. The teacher folds one or two sheets or paper to make a "book" for each child. The children draw or paint pictures on each page. The teacher asks a child as she looks at his book, "Would you like to tell me something about what you made?" The teacher notes any comments and reads them back to the child.
6. Clean-up activities provide opportunities for listening to and following directions.

Variations:

1. Paint with sponges, feathers, throat swabs, paper towel wads, etc.
2. Paint on styrofoam, woodwork, textured paper, nature items, fabrics, paper plates, etc.
3. Add collage material on top of dry painting.
4. Use primary colors (red, yellow, blue) and black and white paint. Older children mix own colors on paper to make other colors. Child rinses brush before changing colors.
5. Stick on strips of masking tape. Child paints over area. Remove tape; see color under it.

EXPERIENCE: PRINTING

Material Needed:

1. Prepared tempera paint
2. Gadgets for printing e.g. spools, or small blocks of wood
3. Construction paper
4. Stamp pad made from folded damp paper towel in metal pie plate
5. Aprons

How to do it:

1. Children put on aprons.
2. Children select paper and printing tools.
3. Teacher places small amount of paint on each "stamp pad."
4. Children press gadget on to "stamp pad" and then print on paper. They may overlap designs and colors.
5. Place finished work in area provided to dry.
6. All help with clean up.

Things to talk about:

1. Where aprons are stored
2. Size and color of paper available
3. Shape and size of printing tools
4. Designs made and placement on paper, e.g. top, bottom, middle, edge, etc.
5. Listening to and following directions

Variations:

1. Cut simple designs in cut vegetables, e.g. potatoes, carrots, and use for printing.
2. Use halves of lemons dipped in tempera for printing.
3. Kitchen utensils like potato masher
4. Edges of tongue depressors
5. Medicine bottle caps
6. Flat heads of different size screws
7. Metal pot cleaners
8. Print on top of dry finger paintings.
9. Glue pieces of felt scraps on blocks of wood and use for printing.
10. Cover small blocks of wood with tarlatan and use for printing.
11. Older children may enjoy making repeated designs. Paper folded into squares simplifies placement.

EXPERIENCE: "SEWING"

Material Needed:

1. Yarn in different colors
2. Burlap in different colors, 10" X 12" pieces
3. Large plastic needles
4. Scissors

How to do it:

1. Teacher threads needles. Tie double and knot to prevent needle from slipping off.
2. Child selects burlap and threaded needle.
3. Child "sews."
4. Teacher may need to help in cutting off needle when through.

Things to talk about:

1. Discuss colors being used and any designs or shapes being formed such as
   - straight lines
   - zig-zag
   - squares
   - etc.
2. Discuss in-and-out, pushing down, pulling up.

Variations:

1. Punch holes in shirt cardboard. "Sew" with telephone wire (sections of cables are available from the Telephone Company. Each cable sleeve contains hundreds of vari-colored wires). No needle is required and wire is very flexible.
2. Use sewing card made by punching simple geometric shapes such as triangle, square, or rectangle into shirt cardboard. Outline path to be followed with crayon.
3. Punch holes in plastic coffee can lids. Children "sew" with yarn. Hang a group of these in a mobile arrangement.

EXPERIENCE: STABILES (Similar to mobiles but can stand)

Material Needed:

1. Bases such as styrofoam, clay, pieces of wood with drilled holes, acoustical tile
2. Doweling, wire, or pipe cleaners that can stick in base
3. "Things" such as feathers, tissue, etc.
4. White glue

How to do it:

1. Teacher arranges material in self-service fashion.
2. Children choose materials.
3. Children insert material into base in any manner they choose.
4. Children glue "things" to projecting parts.
5. Set aside to dry in area provided.
6. All help in clean up.

Things to talk about:

Children and teacher discuss material available: texture, length, height, color, shape, number of items chosen, etc.

Variation:

Suspend material on hangers, wire, doweling or string to form mobile.

COOKING

Cooking offers opportunities for rich and varied sensory experiences, beginning mathematical concepts and meaningful vocabulary expansion. Some of the suggestions will be suitable for use in every classroom. The higher the adult to children ratio in your program, the more feasible these activities will be for you.

When you first offer such activities, every child will be eager to participate -- too many to offer the personal involvement best for learning. As the novelty wears off and the children learn that this is not a "once in a lifetime" opportunity and that there will be regular "cooking days," they will be more willing to wait their turn.

COOKING UTENSIL SUGGESTIONS FOR THE CLASSROOM

Hand rotary beater

Electric frying pan

Hot plate (adjustable heat)

Pancake turner (long handle)

Long handled fork

Paring knife (for the teacher's use)

6 plastic knives or table knives

Wire basket corn popper

Nesting stainless bowls, include large one so a few children can mix at the same time

Flour sifter

6 wooden spoons, long handles

2 cookie sheets

Pyrex pot with lid (so boiling action can be seen)

1 inch dowelling, 8" lengths to use as rolling pins

Set of measuring cups

Set of measuring spoons

Rubber scraper

EXPERIENCE: APPLESAUCE

Material Needed:

1. Hot plate
2. Pyrex covered pot
3. Foley Mill or colander and spoon
4. Apples - one per child
5. Table knives, spoons
6. Sugar
7. Cinnamon or red cinnamon candies
8. Water

How to do it:

1. Children cut apples, tasting in the process.
2. Wash apples and put in pot, add water.
3. Simmer.
4. When tender, cool.
5. Hold Foley Mill as children ladle in cooked apples and turn to separate peel and cores from sauce.
6. Add sugar and cinnamon candies.
7. Eat as part of nutrition.

Things to talk about:

1. Texture, flavor, color of outside and inside of apples
2. Aroma of raw and cooked apples
3. Temperature
4. Changes in volume and color when cooked
5. Sound of bubbling

Variation:

During apricot season, children may be invited to someone's yard to pick fruit.
Bring back to school and wash.
Children remove pits, tasting in the process.
Measure a cup for a cup (fruit and sugar).
Cook, skim, simmer one hour.
Spread on toast or crackers for nutrition.

EXPERIENCE: BUTTER

Material Needed:

1. Sweet cream
2. Plastic container with tight lid
3. Rubber scraper
4. Fine sieve
5. Bowl
6. Crackers

How to do it:

1. Pour cream into container and close tightly.
2. Children take turns shaking container with cream. All may count to ten during each turn.
3. When butter forms, separate from whey by pouring through sieve.
4. Pat butter in sieve together with rubber scraper.
5. Spread on cracker as part of nutrition.
6. Children may want to taste remaining butter milk.

Things to talk about:

1. Color of cream and butter
2. Number of "shakes"
3. Taking turns
4. Why the butter remains in the sieve
5. Shape and texture of crackers
6. Texture and flavor of butter

Variations:

1. Use plastic bowl and rotary egg beater. Teacher steadies bowl as children take turns with the beater.
2. Use electric mixer with one group and the rotary beater with another. Compare effort required, length of time involved, etc.
3. Compare the butter made in the classroom with some purchased from the store.

EXPERIENCE: CHICKEN

Material Needed:

1. Two adults (Group is divided so that all children can see and participate.)
2. Two uneviscerated chickens (fryers)
3. Large pan
4. Seasoning
5. Knives
6. Water
7. Paper towels
8. Small portable barbeque (preheated)
9. Fork

How to do it:

1. Let children examine chicken.
2. Teacher opens chicken and lets children examine inside parts.
3. Cut chicken into small pieces.
4. Children rinse chicken well; season.
5. Teacher barbeques.
6. Eat for lunch.

Things to talk about:

1. Discuss toes, scales on feet, open eye, open mouth, etc.
2. Crackling sound of barbeque
3. Aroma, flavor, texture

Variation:

Fish fry: Use whole fish purchased or caught by parent (even better if child was a fishing participant).

EXPERIENCE: MERINGUES

Material Needed:

1. Ingredients for two children:
   - 4 egg whites
   - 1 tsp. cream of tartar
   - 2 cups sugar
   - bowl
   - rotary beater
   - spoon or rubber scraper
3. Cookie sheets
4. Brown paper
5. Place to wash
6. Oven
2. Force bag of firm cotton

How to do it:

1. Two children work together with one set of ingredients.
2. The children separate the whites, one at a time so that any broken yolk does not get into the whites.
3. The children take turns with the rotary beater until the whites are frothy.
4. Add cream of tartar; beat until stiff.
5. One child adds sugar a tablespoon at a time while the other continues beating until the whites hold high shiny peaks.
6. A child fills the force bag 2/3 full, holds the top shut with one hand and uses the other hand to squeeze a thick line of meringue into separate designs on the paper lined cookie sheet.
7. Bake at 275° for an hour.
8. The utensils and children wash easily in clear water.
9. Remove from the paper, cool, and eat.

Things to talk about:

1. Color of albumen and yolk
2. Number of eggs
3. Measurements
4. Aroma of vanilla
5. Aroma while baking
6. Textures, before and after baking
7. Use of rotary beater
8. Listening to and following directions

Variations:

1. Drop from a spoon instead of using a force bag.
2. Use as an outdoor activity.
3. A child may form the initial of his first name.
4. Add 1 cup chocolate chips, drop from teaspoon, bake to light brown at 300° (25 minutes). Makes four dozen.

EXPERIENCE: PANCAKES

Material Needed:

1. Electric skillet or griddle
2. Ingredients for batter

2 c. flour	½ c. shortening, liquid
2 eggs	1 Tb. sugar
2 c. milk	1 tsp. salt
2 tsp. baking powder	

3. Plastic bowls, measuring and mixing utensils
4. Pancake turner
5. Sugar

How to do it:

1. Children measure and mix ingredients. (Make show of need to follow recipe.) Teacher helps only as needed.
2. Teacher helps each child spoon his pancake on the griddle.
3. When all are done, sprinkle with sugar and eat as part of nutrition.
4. Clean up is part of learning experience: children wipe table, wash bowls, sweep up any spilled ingredients, etc.

Things to talk about:

1. Measurements
2. Textures of ingredients and colors
3. Rising of pancakes as they heat
4. Aroma and flavor
5. Listening to and following directions

Variation:

French toast

EXPERIENCE: POPCORN

Material Needed:

1. Hot plate
2. Wire popcorn basket
3. 1/3 cup popcorn
4. Paper cups as needed
5. Salt, if desired

How to do it:

1. Give each child a single kernel.
2. Measure the popcorn.
3. Pour into popcorn basket.
4. Each child has a turn to shake the popper over the heat.
5. When popped, give each child a single kernel.
6. Pour into waiting paper cups.
7. Eat and enjoy.
8. Read Popcorn Party, Trudy Boyles and Louise MacMartin, Rand McNally, 1952.

Things to talk about:

1. Description such as "small, hard, yellow, no smell"
2. Amount available. Will it be enough for the group? Count number of children in the group.
3. Note amount in basket, covering only the bottom.
4. Count to ten for each child's turn.
5. Listen to popping sound as it begins with a few sporadic pops, to rapid series, to slowing down, to stop.
6. Smell.
7. Again encourage description and compare changes in color, texture, size, smell and quantity.
8. Count how many cups have been made.
9. Older children may want to dictate an experience story.

EXPERIENCE: SOUP

Material Needed:

1. Hot plate
2. Water
3. Vegetables and pictures of same
4. Seasoning
5. Pyrex pot
6. Table knives
7. Spoon, large
8. Soup bone or butter, if desired
9. Bowls and spoons

How to do it:

1. Children wash, scrape, and cut vegetables.
2. Rinse, put in pot and cover with water. Season.
3. Set on hot plate and bring to boil.
4. Simmer until vegetables are tender.
5. Eat as part of lunch.

Things to talk about:

1. Children verbalize about what they are going to make.
2. Discuss size, shapes, tastes, textures, colors before and after cooking.
3. Enjoy and discuss aroma while cooking. Note bubbling sounds.

Variations:

1. Place pictures of vegetables and activity where all can see them. Using these as a means of recall, children recount their experiences and teacher records this.
   Sources of pictures:
   Magazines
   Sentous Audio-Visual Center, Los Angeles City Schools
   Science Center - pictured packets of vegetable seeds
   American Institute of Baking - food pictures
   400 East Ontario
   Chicago, Illinois
2. Use dried vegetables such as lima beans, split peas, barley. (Allow for longer cooking time.)
3. Read Stone Soup by Marcia Brown.
4. Use vegetables raised and harvested from their own garden.
5. If the day is short, vegetables may be prepared one day, refrigerated, and cooked the next day.

EXPERIENCE: SOME OTHER COOKING ACTIVITIES ADAPTABLE TO CLASSROOM EXPERIENCES

1. Cake and frosting (On his birthday, the child chooses the flavor and color. Blue frosting doesn't taste any differently.)

2. Cinnamon toast (Toast bread in a toaster or on an electric griddle. Each child butters his slice and sprinkles it with sugar and cinnamon.)

3. Cookies (The use of basic ingredients permits more sensory experiences. Some can be made on the electric griddle.)

4. Dates stuffed with walnuts (The children pit the dates and crack the walnuts. A wooden block makes a good cracker for the child who can't use a nutcracker.)

5. Ice cream (Use a hand ice-cream freezer. Call the "strong" custodian to help with the final turning.)

6. Jello (Beat when partially set. Note the texture change.)

7. Lemonade (The children squeeze the lemons. Each child has a cup of water into which he stirs juice and sugar. Taste at every step.)

8. Meat balls (Try grinding some of the meat on a hand grinder. Add to meat purchased already ground. Add cracker crumbs - the children can smash these in a bag - eggs, and seasoning. The children make the balls from a teaspoon full. The teacher drops them into a ketchup mix made of a bottle of ketchup and 2 cups of water. Simmer on a hot plate. Serve at nutrition for snack. One pound of meat makes about two dozen small meat balls.) Or make into hamburgers using a hamburger press and cook on an electric frying pan.

9. Potato pancakes (It is impossible to keep sniffers and willing tasters away.)

10. Pudding, cooked (Make it from scratch and let the children discover that cornstarch "squeaks.")

11. Pudding, instant

12. Rice (Compare the volume of the raw and cooked rice.)

13. Rice crispy (cereal candy)

14. Rolls (Make them from scratch, if you're on full day. One of the roll mixes works nicely too if you don't have the time. With two adults, one group can make the rolls, the other the hamburgers, and it's lunch.)

15. Sandwiches such as egg salad, tuna or peanut butter (Make, wrap and take them outside for a picnic.)

16. Spinach (Compare the volume of the raw and cooked spinach.)

DAILY PROCEDURES

It is the routine of daily procedures and activities that often provide the "teachable moments" for meaningful language experiences.

> "Routines essential to the child's well-being should be treated in a matter-of-fact way, with special effort made to help children accept these routines. Children should be given ample opportunity to explore the routines, to raise questions about them and find ways of expressing individuality in them."
>
> Moustakas, Clark E. and Minnie Perrin Berson. The Young Child in School. New York: Whiteside, Inc. and William Morris & Company, 1956. p. 86.

EXPERIENCE: BIRTHDAY CELEBRATION

Material Needed:

1. Birthday candles
2. Cake

Things to do:

1. Children sing "Happy Birthday" to child.
2. Child can sit in a chair labeled "Birthday Chair," and read the birthday story in Little Bear by Else H. Minarik (Harper).
3. Questions can be asked such as:
   "How old are you today?"
   "How are you going to celebrate your birthday?"
4. Child can blow out the birthday candles.

Things to talk about:

1. Children's own experiences with birthday celebrations
2. Labels on birthday chair or badge
3. Ages:
   older than
   younger than
4. Number of candles on the cake

Variations:

1. In the sand-box a sand filled tin when topped with a twig becomes a birthday cake.
2. For more mature group read The Birthday Party by Paul Newman (Grosset & Dunlap).
3. Use a plastic musical cake, if you have one in the school and serve individual cupcakes with a candle for each child. (The children can make their own cupcakes.)
4. Play Hooray, Today is Your Birthday sung by Tom Glazer, 10" record ($1.24).

EXPERIENCE: FOLLOWING DIRECTIONS

Material Needed:
None

Things to do:

1. During the day the teacher can ask various children to follow directives. For example, "Please bring me your painting."
2. As the child learns to follow simple directions, more complex situations can be developed. For example,
   "Please bring me the pencil and book from my desk."
   "Please get the crayon and paper and give it to Johnny."
   "Please give Johnny and Mary two sheets of paper and a red and blue crayon."

Things to talk about:

1. Listening
2. Use of courteous requests and responses

Variation:
Play a game by giving simple oral directions involving 1, 2, or 3 steps depending on level of child who is being asked to do them. The group checks if these were done correctly and in order as given. The children may take turns giving directions.

EXPERIENCE: IDENTIFICATION

Material Needed:
Labels for boxes containing child's possessions

Things to do:
1. Provide circles and strips of varied colors. Child may choose one of each to paste on his box. Teacher writes the child's name in manuscript letters underneath the design.
2. Child learns to identify the shapes and colors marking his box and may ask teacher to verify the name.
3. Child may learn to identify his shapes and name.
4. Boxes may later be marked with names alone. Child identifies his own. (Any lettering should be carefully and neatly done in manuscript.)
5. Child may learn to identify other names as well as his own.
6. If two names are the same, they may be color coded.

Things to talk about:
1. The value in being able to identify one's possessions
2. Shapes
3. Names that have similarities such as being "short," "long," having the same initial letter, etc.

Variations:
1. Use name cards in a pocket chart divided into "here" and "absent" sections (or use ☺ and ☹). Children who are present move their names to "here" side. Remaining name cards then indicate the absentees.
2. Use the same idea on 3 X 5 envelopes. Child places his milk or lunch money in the envelope with his name and then he moves it to the "here" side.
3. Label children's work with their names.

Special Adaptations:
1. For the visually handicapped child, his box may be labeled in Braille under some raised forms and a casual comment made to this effect as his fingers are gently passed over it. He is not expected to recognize his name but may be interested in asking the teacher, "Is this my name?"
2. For the partially seeing, use bright colors for the forms and large manuscript letters.

EXPERIENCE: LUNCH TIME OR NUTRITION TIME

Material Needed:
None

Things to do:
1. Visual identification of lunch:
   Teacher: Whose lunch is this?
   Child: Mine.
   Teacher: What is your name?
   Child: Johnny.
   Teacher: Yes, it says "Johnny" on this bag.
2. If using individual sponges at the table for each child to wash his hands before lunch:
   Teacher: Who is ready at this table?
   Child: I am.
   Teacher: What is your name?
   Child: Jimmy.
   Teacher: Jimmy what?
   Child: Jimmy Jones.
   Teacher: All right, Jimmy Jones is ready to wash his hands.
3. Utilize this relaxing social time. Children talk to each other, share each others food occasionally.

Things to talk about:
1. Value of labeling for identification
2. Names of foods, color and shapes (A square sandwich can be cut into two rectangles, two triangles, four squares, or four triangles.)
3. Number of people who brought the same thing for dessert, such as apple sections, etc.
4. The variety of foods
5. The pleasantness of conversing with friends
6. The use of complete sentences

Variations:
1. This is a relaxed social time. Children sit around the table with the teacher. If more than one adult is present, smaller groups can be formed with an adult at each table. Here is a natural setting for conversation: the sharing of experiences, who is absent, the food being eaten:
   a. kind of juice, coolness of juice
   b. kind of crackers, shape, flavor, number for each child
2. Read The Apple Book by Dick Martin, Golden Book.

Particularly Valuable:
1. For the visually handicapped, as eating habits must be taught due to lack of imitation.
2. For the physically handicapped, as there are opportunities for practicing with and using hand prostheses.

EXPERIENCE: RESPONSIBILITY FOR BELONGINGS

Material Needed:
None

Things to do:
1. Have the children put their belongings in provided area upon arrival. Individual "cubbies" (cubicles or boxes) labeled with meaningful identification symbols are very satisfying to young children. Here they can store their precious treasures and belongings, and even retreat (if it's large enough) for a feeling of comfort. The teacher may commend a child:
   "That was a good job of putting your things away. You put...
   ...your lunch pail on the shelf."
   ...your coat in the cubby on the hook."
   ...your boots underneath on the floor."
2. The teacher may wait for the child to supply the correct word.
3. The child claims his own lunch pail or bag.
4. The child takes his own belongings when it is time to go home.

Things to talk about:
1. Value of being able to use identifying labels in assuming responsibility for one's things
2. Need to place things in the area provided for that purpose
3. Concepts of "on," "under," "middle," "bottom," etc. in describing shelves used for storing

Variations:
1. Laundry baskets may be used, one for four or five children, when cubbies are not available. Children learn color of basket. Name labels may be on baskets for identification as well.
2. Children assume classroom responsibilities for pet care, distribution and storage of materials, etc.
3. Read Norman and the Nursery School by Edward Young and Will Hayes, Platt & Munk Publishers, 1949.
4. Read The Sand Pail Book by Dick Martin, Golden Press, 1964.

EXPERIENCE: RESTING PERIOD

Material Needed:
Mats, rugs, or cots

Things to do:
Play records which are suitable. For example,
In a Monastery Garden - Victor Concert Orchestra, Victor, 35808A
Tannhauser, from The Evening Star by Wagner, with Pablo Cassels playing the violincello, Victor 6620A
Clair De Lune - Philadelphia Orchestra, Victor 1812A
Andante Contabile - Minneapolis Orchestra, Victor 1719A
Evening Prayer from Hansel and Gretel by Humperdinck
Lullabies from around the World, sung by Marilyn Horne and Richard Robinson

Things to talk about:
Children learn to relax and listen as records are played.

Variations:
1. Story and music recordings:
   The Runaway Sheep - Young Peoples Record
   The Sleepy Family - Young Peoples Record
2. Teacher singing or humming to the children
3. Children may sit or stretch out on the floor for a quiet period.
4. Children may want to look at books during this quiet period.
5. Turn out lights and whisper to help children distinguish this period from others.

EXPERIENCE: SHARING

Material Needed:
None

Things to do:
1. Child may show his new shoes, shirt, etc. The teacher may ask who bought it for him.
2. The child may tell about an event which happened at home: about a pet, visit, etc.
3. Keep time well within attention span of the group. Everyone doesn't need to have a turn on the same day.

Things to talk about:
1. In describing a child's new dress, introduce such descriptive words as checks, stripes, plaids, etc.
2. Discuss colors.
3. Discuss textures and describe them as shiny, smooth, soft, rough, etc.
4. Children's own experiences

Variations:
1. A child may bring a birthday treat such as cookies and tell how he helped make them or went with his mother to shop for them.
2. The child may bring something to talk about. He may keep the item in a bag. The children try to guess what it is from clues given or by asking questions.

EXPERIENCE: SOCIAL COURTESIES

Material Needed:
None

Things to do:
1. Use daily greetings.
   a. Teacher initiates, "Good morning, Mary. I'm glad you're here." "Good-bye, Mary. See you tomorrow."
   b. Child may or may not acknowledge.
   c. Child initiates.
2. Introduce visitors and new children.
3. Observe courtesy during classroom activities such as at nutrition time.
4. Greet bus driver, attendants, therapists, etc.
5. Try to talk to each child individually sometimes during the school day.

Things to talk about:
Social courtesy vocabulary and appropriate use such as:
a. Please
b. Thank you
c. Good-bye
d. You're welcome.
e. Excuse me.
f. I'm sorry.

Variation:
Enjoy <u>What Do You Say, Dear?</u> by Sessyle Joslin (W.R. Scott).

EXPERIENCE: SPEECH READING GAME

Material Needed:
None

Things to do:
1. Play a short game of calling the names of children without voice. Children watch the teacher's face.
2. May be used for dismissing from the table after nutrition.

Things to talk about:
1. Helpfulness of looking at a speaker
2. How certain letters are formed and the cue they give

Variation:
Give short instructions for children to follow such as daily activities of home or school.
1. Brush your teeth.
2. Wash your face.
3. Brush your hair, etc.

Particularly Valuable:
1. For use with the aurally handicapped
2. To encourage attention to speech mechanisms

EXPERIENCE: TOILETING

Material Needed:
As needed

Things to do:
1. The child expresses the need to use the toileting facilities.
2. The child is encouraged to care for himself as much as he is able.
3. Adults accept the use of toileting terms which the child brings from home and by their own example encourage terminology generally appropriate in school society.
4. Hand washing follows toileting.

Things to talk about:
1. Adults introduce and encourage vocabulary describing sensory experiences involved in hand washing.
   Teacher: Do you know how I can tell you have washed your hands?
   Child: See them.
   Teacher: Yes, I can see them. I can also feel them on my face. (She puts the child's hands to her face.) They feel cool and a little damp. I can also tell when I smell them. (She does and lets the child smell his own hands.) How do they smell?
   Child: Like soap.
   Teacher: Yes, they smell fresh and clean.
2. Number or amount of toileting materials to be used; disposal of paper items; safety factors involved
3. Health habits
4. Sound of soap dispenser when used
5. Names of equipment, such as faucet, soap dispenser, etc.

Variation:
A bit of hand lotion will introduce other experiences.

EXPERIENCE: VERBALIZING FEELINGS

Material Needed:
None

Things to do:
Help children verbalize their social needs. At first it may be necessary to accompany the child and give him support by your physical presence.

1. Child (crying): He hit me.
   Teacher: Tell him you don't like it.
2. Child: I want a turn.
   Teacher: Ask him to give it to you when he is finished.
3. Child: He won't let me play.
   Teacher (with both children involved): Tell him you are the Daddy.
4. A child is hitting another who is trying to take his tricycle.
   Teacher: Use your voice to tell him.

Things to talk about:
Value of verbal approach over physical

"In a word, dramatic play helps the child develop from a purely egocentric being into a person capable of sharing and of give-and-take."

Hartley, Ruth E.; Lawrence K. Frank; Robert M. Goldenson. Understanding Children's Play. New York: Columbia University Press, 1952. p. 19.

EXPERIENCE: BARBER SHOP

Material Needed:

1. Barber shop kit (white apron or small sheet, paper neck band or Kleenex tissue, plastic safety razor, soft brush, soap, if desired)
2. Pictures of barber shops, hair aid advertisements
3. Song: "Mister Barber," Music for Early Childhood, p. 18
4. Cash register, if desired

Things to do:

1. Motivation may be
   a. the song "Mister Barber"
   b. a child with a new haircut
   c. a picture of a barber shop
2. Teacher may ask what is needed in a barber shop and bring out kit or items the children mention.
3. As children play, teacher may listen for misconceptions which can be clarified later by discussion, stories, etc.
4. Example of a play: A child comes to school with a new haircut; he chooses a barber and sits in the barber chair. The barber places a paper neck band and apron on the child.

   Barber: What will you have?
   Child: I want a haircut, please.
   Barber: How do you want it cut?
   Child: I want it cut short.
   (or) I want a regular haircut.
   (or) I want a butch.

   The children sing while the barber is cutting hair with his fingers. The child pays the barber who rings it up on the cash register. The barber then chooses a child, and says, "You're next."

Things to talk about:

1. Pictures, past experiences
2. Hair color, "feel" of short hair
3. "Smells" in a barber shop
4. Daddies shaving, sound of electric razors, kinds of razors, etc.

EXPERIENCE: BEAUTY SHOP

Material Needed:

1. Beauty shop kit (plastic brushes and combs, finger nail brush, plastic flowers, barrettes, face powder, cotton balls, scarves, toy electric razor, colorless nail polish if desired, empty hair spray cans)
2. Pictures about beauty shops, hair aid advertisements
3. Magazines or books to read while waiting turns

Things to do:

1. Motivation may be a picture or the "finding" of the play kit in the play corner.
2. Teacher may need to be close at hand to give support to the timid child who would like to enter the play.
3. Listen for misconceptions and try to clarify later by use of pictures, discussions, etc.

Things to talk about:

1. Pictures
2. Experiences children have had
3. Clean fingernails
4. Brushed hair
5. Courtesy of "operator" and "customer"

Variation:

This is a good hot weather activity after the children have gotten wet from water play.

EXPERIENCE: BIG SALE TODAY

Material Needed:

1. Mirror
2. Various articles of clothing such as skirts, vests, hats, bags, etc.
3. Hangers
4. Chart rack
5. Cash register
6. Play money
7. Heavy paper and crayon for sign

Things to do:

1. The children who will be salespeople "display" clothing by placing articles on hangers and hanging these on the chart rack.
2. The children suggest a sign to be printed by the teacher such as "Big Sale Today."
3. The store is open for business when the children post the sign.
4. "Customers" come, try on the clothing items in front of the mirror and make their selections.
5. A salesperson collects the "money," puts the clothing into a bag and thanks the customer.
6. It is particularly fun and encourages language if the teacher comes to the store and asks for an item on the rack.

   Customer: "I've been looking for a pink skirt with little blue flowers for my little girl. Do you have anything like this?"

   Clerk: "I'll look. Why here is one."

   Customer: "It's just what I wanted and looks like the right size."

   (etc.)

Things to talk about:

1. Names of clothing articles
2. Colors, sizes
3. Courtesy of clerk and customer

EXPERIENCE: DOCTOR VISIT

Material Needed:

1. Doctor's kit containing items such as
   - medicine bottles with dry cereal
   - cinnamon candy or raisin pills
   - cotton balls
   - band-aids cut in half lengthwise with paper left on
   - strips of sheeting
   - nurse's caps
   - toy stethoscope
   - small blanket
   - empty spray antiseptic can
2. Discarded satchel-like purse

Things to do:

1. May grow out of school incident where child receives a minor scratch.
2. After applying band-aid, teacher may send him to the play doctor's office for further attention. And attention he will receive as there will be more than ample medical staff to care for his needs, both real and make-believe.
3. Encourage conversation so that the doctor inquires, the patient explains his problem and the nurses comfort.

Things to talk about:

1. Children's own experiences
2. Names for items in the kit
3. Role of doctor and nurse
4. Health
5. Feelings when one is hurt

Variation:

Eye test: use four-footed toy animal. Child indicates by gesture in which direction the legs are pointing.

EXPERIENCE: GROCERY STORE SHOPPING

Material Needed:

Grocery items such as in a supermarket kit containing paper for making signs, cash register, play money, artificial fruit, paper bags, empty cans with labels, egg cartons, small food boxes (Sample food boxes are a good size.)

Things to do:

1. The teacher tells a short story about a boy who goes to the store and is not able to find what he wants. He is disappointed and starts to leave when he meets a friend also shopping. His friend asks a clerk where the eggs are. Then the boy tries asking the clerk for what he wants, finds them, pays the clerk and is happy. He learns that one can get help by asking for it and that people are glad to help those who ask.
2. Teacher discusses conversation between the clerk and the customer.
3. Dramatize. (Teacher may play role of the clerk at first to provide a model.)

Clerk: Hello, may I help you?
Customer: Yes, please. Where is the peanut butter?
Clerk: In section B, on the first shelf.
Customer: Thank you. (takes item to check stand)
Clerk: Would you like anything else?
Customer: No, thank you. That is all for today.
Clerk: The peanut butter is forty-five cents. (Customer pays.) Thank you.
Customer: You're welcome.

Things to talk about:

1. Children's own experiences
2. Kind of items found in a grocery store
3. Courtesy of clerk and of the customer
4. Names of foods
5. Types of packaging used for food items

Variation:

Signs may be made to label sections and children can find designated area and shelf from verbal directions.

Customer: Where is the instant oatmeal?
Clerk: It's in the cereal section on the bottom shelf.

EXPERIENCE: "MOVING," (Table Game)

Material Needed:

1. Truck (toy or box)
2. Doll house
3. Furniture

Things to do:

1. Teacher plays the part of the mover and the child is the owner. The mover drives up and begins to unload.
   - Mover: "Here's the bed. Where does it go?"
   - Owner: "In the bedroom."
   - Mover: "Here's the stove. Where does it go?"
   - Owner: "In the kitchen," etc.
2. Teacher is the mover but the child's directive includes the name of the furniture such as
   - Mover: "Where does this go?"
   - Owner: "The bed goes in the bedroom."

Things to talk about:

1. Children's experiences with moving
2. The importance of the truck driver's job
3. Categorizing according to use
4. Names of furniture items

Variations:

1. Use indoor and outdoor equipment such as
   - Mover: "Here's the lawn mower. Where does it go?"
   - Owner: "In the garage."
   - Mover: "Here's the ironing board," etc.
2. Read Hello - Goodbye by Sue Felt, Doubleday, 1960.

EXPERIENCE: PICNIC

Material Needed:

1. Picnic basket
2. Eating utensils
3. Food, real if desired
4. Blanket

Things to do:

1. Have a basket containing blanket, eating utensils, etc. There may be real food in the basket such as crackers, but children may enjoy pretending they are eating special picnic foods.
2. Encourage conversation.
3. A small group to each adult permits more interplay.
4. The usual nutrition time can become a picnic by moving outdoors onto the grass.

Things to talk about:

1. The picnic spot: "Here's a shady area, under the tree."
2. The food: "Here's a slice of cold watermelon for you."
3. The utensils: "Do you have enough napkins for everyone?"

EXPERIENCE: "POLICEMAN, HAVE YOU SEEN MY CHILD?"

Material Needed:

1. Toy badge for the policeman
2. Purse for the mother

Things to do:

1. At first the teacher plays the part of the distraught mother who approaches the policeman. (a child) and explains that her child is lost. The teacher describes a child in the room as to hair color, clothing, etc. The policeman listens and then points to the child who has been described.
2. A more advanced level would be to have one child selected to be the policeman and another to be the mother, with convesation between the two such as:

   Mother: Policeman, have you seen my child?
   Policeman: Tell me what your child looks like.
   Mother: She has long black hair in braids tied with red ribbon, (etc.)
   Policeman (pointing to a child in the group): Is this your child?
   Mother: Oh, yes, thank you so much for helping me.

Things to talk about:

1. The policeman as a community helper
2. Children's experiences with being "lost"
3. Clothing and physical characteristics of children in the room

Variations:

1. The children become familiar with a poem learning names, addresses, telephone numbers, etc.

   "Remember your name and address, your telephone number too.
   Then if someday, you lose your way, you'll know just what to do.
   Walk up to a kind policeman, the very first one you meet,
   And simply say, 'I've lost my way, I cannot find my street.
   But I know my name and address, my telephone number too.'
   Then he'll be kind, and help you find your mother who waits for you."
   (Author unknown)

2. Dramatize the situation with a lost child giving the information about himself to the policeman.
3. Read Policeman Small by Lois Lenski.

EXPERIENCE: POSTMAN (Game)

Material Needed:

1. Postman kit containing cards, ink pad, rubber stamps, used envelopes, crayons or pencils, and stamps (e.g. Easter Seal)
2. Some type of "mail bag"

Things to do:

1. The teacher sends a greeting card to a child on his birthday.
2. The teacher talks about the mail she has received.
3. The teacher sends a card to a child who is out ill.
4. The class makes a card to send to a classmate who is ill. They dictate a message for the teacher to write.
5. When a message is brought to the room, the teacher reads it and writes responses which she gives to the messenger.
6. The teacher may actually write a note to the principal or another teacher and ask a child to deliver it. Read response aloud when the child brings it.
7. The children write letters (any crayon mark on paper will do), and give them to the "mailman" to deliver. Discarded envelopes may be used and children will enjoy and benefit from the coordination activity of stuffing their letters into envelopes. This activity may be for one child alone and he may deliver and deposit the letters into cubicles or pigeonholes. It is a good rainy day activity with a group involved. Some children may need help to understand the idea of delivering mail. The teacher may accompany the child to where the letter is to be left, saying all the phrases for him, if necessary.

Things to talk about:

1. Role of the postman as a community helper
2. Types of mail received
3. Why people write letters
4. Where stamps are bought and why

Variation:

1. May be used on Valentine's Day, Christmas, Easter, etc.
2. Sing "The Postman," A Pre-School Music Book by Angela Diller and Kate Stearns Page, New York: G. Schirmer, Inc. page 5.

EXPERIENCE: PUPPETS

Material Needed:
Depending upon the developmental level of the child, choose from

1. Commercial puppets
2. Stick puppets
3. Paper bag puppets
4. Milk carton ($\frac{1}{2}$ pint) or small cereal boxes (Cut the box in the middle on three sides, fold back, and paste features on the carton.)
5. Sock puppets

Things to do:

1. The teacher manipulates the puppet, greeting each child individually. The children listen to the puppet and each child is encouraged to respond.
2. The teacher can ask questions and encourage responsive language.
3. The child holds the puppet and the teacher directs questions to the puppet and the child responds through his puppet.
4. Conversations can be held between child-held puppets.

Things to talk about:

1. The puppet itself and how it works
2. The child can tell about himself, his family, pets, etc. through his puppet.

Variation:
Have a puppet show. A blanket covered table may serve as the stage.

EXPERIENCE: RESTAURANT

Material Needed:

Props including

1. Caps or aprons
2. Sign for restaurant
3. Dishes, eating utensils, napkins
4. Menus (restaurant souvenirs)

Things to do:

1. Discuss the name for the restaurant and make a sign suggested by the children such as "Eat," "Food," "Hamburgers," "Bob's," etc.
2. The children may play the roles of waiters, waitresses, or diners.
3. Encourage conversation.
4. The teacher may need to assume one of the roles to start the play.

The diners come into the restaurant.

Waiter: "Good evening, here's a table for you." or "How many, please?"

Diner: "Good evening. We are two for dinner."

Waiter: "Here's a menu. We have good chicken today."

(Diners place order.)

(Waiter serves.)

(Diners eat.)

Waiter (brings check): "Hope you enjoyed your dinner."

Diners (pay check): "Thank you, everything was delicious."

Waiter: "Thank you. Do come back again soon."

Things to talk about:

1. Experiences of children eating in restaurants
2. Favorite foods
3. Names for eating utensils
4. Courtesy of waiter and customers

Variation:

Drive-in service using wheel toys for cars

EXPERIENCE: SANTA'S VISIT

Material Needed:

1. Simple costume such as cap or beard made of crepe paper
2. Sack
3. Small boxes wrapped as gifts
4. Stockings

Things to do:

1. The teacher tells a story to set the mood.
2. The children play:
   a. The children hang the stockings and pretend to be sleeping.
   b. Santa rides in his sleigh (row of chairs) and arrives with his sack.
   c. Santa tiptoes in and comments as he leaves gifts, "Here's a new ball for Billy and here's a tea set for Mary."
   d. Children awaken, find the gifts, and are happy.

Things to talk about:

1. Children's own experiences
2. What is a fireplace, a sleigh, etc.
3. Names of toys and play materials
4. Classroom preparations for the holiday

Variations:

1. This may be a listening game: the teacher plays the role of Santa. The children listen as she tells what she is leaving for each one. Each child has a turn to search for the toy that Santa had said he was leaving for him.
2. The teacher or a verbal child may act as Santa. Each child comes to Santa and is questioned.

   Santa: "My you're a pretty little girl. What is your name?"
   Child: "My name is Mary Lou Smith."
   Santa: "How old are you, Mary Lou?"
   Child: "I am five years old."
   Santa: "Where do you live, Mary?"
   Child: "I live at _____."
   Santa: "And what would you like Santa to bring for you?"
   Child: "I would like to have a tea set," etc.

   Children may take turns as Santa.

EXPERIENCE: SHOE SHINING

Material Needed:

1. Shoe shine kit containing materials such as a selection of white and colored polishes (real or water), several cans of neutral polish with applicators, buffers, and soft shoe shine brushes
2. Chair and block to put feet on

Things to do:

1. Be sure those having shoes "shined" are wearing old shoes and that the color being applied matches.
2. Encourage conversation.

   First child: "I want a shoe shine, please."

   Second child: "Step right up, please." or "You will be next."

   First child: "Thank you. That's a nice shine. How much does it cost?"

   Second child: "Twenty-five cents."

   First child: "Here is your money."

   Second child: "Thank you."
3. The teacher may need to be the first customer to provide a model.

Things to talk about:

1. Children's own experiences
2. Smells of the various polishes
3. Feel of buffers and brush bristles
4. Names of "tools"
5. Heat resulting from friction of the buffer on shoe

Variations:

1. Set up a shoe store with adult shoes that fit over the children's shoes. Lacing and tying can be encouraged.
2. Dip old shoe into water. Dip rubber covered shoe into water. What happens to each one? Why do we wear rubbers on wet days?

EXPERIENCE: TELEPHONE

Material Needed:
Two telephones (sturdy plastic toys or discards from the telephone company)

Things to do:

1. The teacher "calls" a child on the telephone by dialing numbers and making a ringing sound. If the child does not pick up his telephone, remind him that the phone is ringing or make a verbal comment like "I wonder why Johnny doesn't answer the telephone. I do want to talk to him." When the child picks up the telephone, the teacher starts the conversation. She may turn her back to the child to encourage verbal response.

   Teacher: "Hello, Johnny." (Wait for response; if none, continue.) "I can't hear you. Please talk louder."
   Child: "Hello."
   Teacher: "That's fine, I can hear you now." "How are you today?" or "Are you having fun at school today?"
   Child: "Fine" or "Yes."
   Teacher: "It was nice to talk to you, Johnny. Good-bye."
   Child: "Good-bye."

   Remind the child to hang up the telephone when he is finished.
2. A more advanced step would be to have the teacher "call" a child and after starting the conversation continue such as, "Johhny, Mary is right here and wants to talk to you. Just a minute." Put Mary on the telephone and see if the two can talk for a while.
3. Even more advanced would be if Johnny can initiate the calling and either the teacher can answer or another child could answer and perhaps be invited to "come over to play," place an order for a delivery, etc.

Things to talk about:

1. Use of the telephone
2. Telephone courtesy
3. Numerals
4. Different types of telephones
5. Parts of the telephone, for example
   - receiver
   - mouth piece
   - dialing mechanism
   - etc.

(continued)

(TELEPHONE, continued)

Variations:

1. The teacher tells a short story about a boy who telephones friends to come to play, but does not identify himself, or say to whom he wanted to speak, so no one arrives. He later sees friends who tell him of the "funny thing" that happened: someone called but didn't tell who he was, etc. The boy realizes his error and repeats the call correctly. His friends come over and they have fun together.
2. The teacher directs pupils' practice of "Hello, this is John. May I speak to Mary?"
3. Children may call each other.
4. A child may want to hold an imaginary conversation on the telephone by himself.
5. Set up spaced series of tall outdoor blocks. "Install" telephones and children may use these as telephone booths.

EXPERIENCE: TELEVISION

Material Needed:
Large packing box with one side open and the opposite side cut out for a screen

Things to do:

1. A child walks into the large packing box and talks or sings before the group. The box acts as a television set.
2. The children set up chairs, take turns as performers and audience.
3. The teacher guides as necessary.

Things to talk about:

1. The children's favorite television programs
2. Why is it called "T.V."
3. Parts of set (e.g. volume control, screen, etc.)
4. Use of T.V. (e.g. educational, news medium, entertainment)
5. Shape of screen

Variations:

1. Provide dress-up costumes.
2. Use as puppet stage.

EXPERIENCE: TRAFFIC SIGNALS

Material Needed:

1. A red circle or paper plate painted red and a green circle or paper plate painted green or a paper bag with red on one side and green on the other which can fit over a child's hand instead of the circles
2. A toy or cardboard badge for the traffic officer

Things to do:

1. Tell a story about a child who was almost struck by a car because he didn't know what the signals meant. His friend (mother or teacher) offers to teach him. The child must watch colors, say what they mean and do what they say. The teacher practices with the group.
2. A child assumes the role of an officer directing another child when to cross.
3. The children may sing "Stop and Go," New Music Horizons II, Silver Burdett and Company, 1944, p. 21.

Cop: "I am the traffic cop.
I tell you when to go or stop."
Children: "May we go?
May we go?"
Cop: "Look at the light
And then you'll know.
I am the traffic cop.
I tell you when to go or stop."
All: "Red means stop. Green means go.
That is a safety rule we know."

Until the children learn the song, the teacher waits for them to supply the correct word.

Things to talk about:

1. Safety rules
2. Role of policeman in traffic control
3. Crossing guard
4. Meaning of traffic signal lights

Variations:

1. Use a toy traffic signal in wheel toy play.
2. A child may want to direct "traffic" outside as children ride bikes and trucks. He uses appropriate gestures.

EXPERIENCE: TRAIN

Material Needed:

1. Train book such as The Little Train by Lois Lenski
2. Chairs, hollow blocks, or grocery cartons
3. Train kit with items such as tickets, paper punch, play money, bells, sand blocks, railroad caps, money changer
4. Old suitcases
5. Record player
6. Record such as This is Rhythm by Ella Jenkins, Folkways Records, FC 7652B

Things to do:

1. The teacher may read a book about a train or show pictures.
2. May hear a song or record about a train.
3. The teacher asks, "Who wants to go on a train?" The children play and the teacher may sing an appropriate song such as "Let's Take a Little Trip," Music for Early Childhood, McConathy, Osborne et al, p. 23.

   "Let's take a little trip.
   Shall we go by train?
   We shall ride for miles and miles,
   Over hill and plain.
   'Woo, woo,' the whistle blows,
   'Woo, woo!' a-way.
   Good-bye, good-bye.
   We are on our way."
4. "The Train is A-Coming," American Folk Songs for Children, Ruth Seeger, p. 150

Things to talk about:

1. Children's own experiences of seeing or riding on trains
2. Use of trains
3. Travel by train
   a. Number of people who can ride
   b. Roles played by engineer, conductor
   c. Sounds heard at the train station
   d. Phrases used such as:
      1) "All aboard"
      2) "Ticket, please"
      3) "Choo-choo"
4. Names of train cars

Variation:

Sailing boat: use song "The Allee Allee O!" Music for Early Childhood, p. 25.

EXPERIENCE: VARIATIONS FOR ADDITIONAL DRAMATIC PLAY KITS

1. Bakery: cookie sheets, muffin tins, egg beaters, spoons, small bowls, measuring cups, aprons

2. Cement worker: cement trowels of various shapes and surfaces, shovels and wheelbarrows (may use with blocks for building)

3. Cleaning set: several brooms, mops, cake of Bon Ami for windows, sponges and toweling

4. Cowboy: cowboy hats, ropes (clothesline, about three feet), gloves, small blankets (to go on sawhorses), Zorro capes, one or two large blankets (for covering hide-out). Ropes should not be used unless close supervision is available. Flashlights are fun when they use the blanket hide-out.

5. Fireman: fireman hats, lengths of hose, small ladders

6. Fisherman: visored skipper hats, fishing rods made of bamboo lengths with string tied to the end, washtub with small metal objects or paper clips attached to plastic objects can be the fish. Commercial fishing games are also available. Add rocks and sea shells for realism or decorated strips of sheeting. Large wooden boat, lunch pails, wax paper, roll binoculars

7. Garage: tire pump, pliers, empty oil cans, sponges, pail, short length of hose, a banana box as a gas pump

8. Gardener: seeds, shovels, rakes, trowels, hose lengths

9. Painter: painters' caps, cans, wide paint or wallpaper brushes, paint rollers, flat pans for water

10. Pilots: panel of gadgets, switches, helmets, airplane made of an old ironing board and a packing box

11. Tea Party: set of cups, saucers, with extra pitchers, paper napkins, dry cereal such as Cheerios

12. Washing Clothes: large plastic basin, clothesline and clothes pins, doll clothes, sudsy water

MESSY

Without planning and preparation, many experiences in the other sections can become "messy". Due to the nature of the materials involved, the following group of activities are easiest to keep within reasonable limits when small groups take turns or the adult to children ratio is high.

EXPERIENCE: "COOKIES"

Material Needed:

1. Dough
   - 4 c. flour
   - 2 c. salt
   - 1 c. water (approximately)
   - 2 Tb. oil
   - food coloring or tempera
2. Cookie cutters
3. Doweling $1\frac{1}{2}$" diameter in 10" lengths
4. Extra flour in shakers
5. Cardboards for cookie sheets
6. Plastic bag (refrigerate to store)

Things to do:

1. The children help the teacher mix the dough.
2. A small group makes the "cookies."
3. The clean-up period is a learning opportunity.

Things to talk about:

1. Names and shapes of the "tools"
2. Measurements, color, consistency, texture, etc. of ingredients
3. Shapes, textures, numbers, etc. of "cookies"
4. Children's own experiences in visiting bakery shops
5. Listening to and following directions

Variations:

1. Put the dough into a screw bottle cap and use as a flower pot. The children "plant" artificial flowers, twigs, pipe cleaners, etc.
2. The children may mix 2 cups salt, 2 cups flour and about 1 cup colored water to dough consistency. Roll to about $\frac{1}{2}$" thickness on floured surface and cut with cookie cutters. Punch hole for hanging loop. Dry thoroughly. Thread with pipe cleaner. Use as ornaments.

EXPERIENCE: CRAYON SLAM

Material Needed:

1. Discarded crayon bits
2. Old blocks or mallets
3. Plastic bags
4. Manila paper

Things to do:

1. The children peel the paper from the crayons.
2. Put the pieces into a plastic bag and slam them to bits with a mallet (out of doors).
3. Sprinkle on manila paper and set out in the sun to melt.

Things to talk about:

1. Sizes and colors of crayons
2. Size and weight of blocks or mallets
3. Why do the crayons melt in the sun?
4. What parts of the paper does the paint stick to when painting over crayon? Why?

Variations:

1. The children paint over the melted crayon with thin tempera for a resist effect.
2. Fold the paper in half, sprinkle with crayon; close the paper over and iron under supervision to melt the crayons. Open while still warm to see the design.
3. If the crayon pieces are large enough, the children may try to grate them on a safety grater.

EXPERIENCE: DRIP AND SPATTER

Material Needed:

1. Tempera paint mixed
2. Brushes
3. Large sheet of paper
4. Toilet tissue carton
5. Aprons

Things to do:

1. Use as an outdoor activity with one child to a carton. Lay paper at the bottom of the carton.
2. The children dip into the paint and let it drip and spatter over the paper.
3. Observe the colors blend and change.

Things to talk about:

1. Following directions
2. The change of colors as they drip over others
3. Size of drops

Variation:

Roll out a section of butcher paper and let the children make a group painting. One child "paints" at a time but he may try to cover the paint of the previous child.

EXPERIENCE: PAPIER MACHE

Material Needed:

1. Newspaper
2. Paper towels
3. Two boxes
4. Liquid starch in a flat pan
5. Cardboard for each child
6. Sponges
7. Tempera paint and brushes

Things to do:

1. The children tear the newspaper and paper towels and sort them into two containers.
2. Each child dips the paper strips into the starch and applies to any thickness on his cardboard. Alternate layers of newspaper and paper towels.
3. Damp sponges are used by the children for wiping their hands.
4. When the cardboard is dry, the child may paint it with the colors he selects.

Things to talk about:

1. Difference between newspaper and paper towels as to kinesthetic feel of tearing texture, sound as each is torn
2. Number of layers applied
3. Following directions

Variations:

1. Use a newspaper-stuffed shopping bag and have the group work on covering it with paper strips. When dry, they remove the newspaper stuffing, paint and paste on decorations and use as a pinata. The children will enjoy breaking and destroying the pinata as much as they enjoyed making it -- maybe more.
2. Use same method over halves of salt or oatmeal boxes to make masks.

EXPERIENCE: "SMASHING"

Material Needed:

1. Hardened clay
2. Old floor blocks or wooden mallets
3. Plastic bags
4. Pail
5. Water

Things to do:

1. Save and collect discarded hardened clay and have a "new clay for old" activity.
2. The children put the pieces into plastic bags and smash them with a floor block on the black top area.
3. Pour powdered clay into a plastic pail.
4. Add water.
5. The children take turns squishing and stirring back to clay consistency.
6. After the desired consistency is attained, the children form the clay into balls ready for use.
7. Provide plenty of time for clean-up.

Things to talk about:

1. Sound differences when striking with mallet or block
2. Texture of powdered clay
3. Consistency change as water is added
4. Following directions

EXPERIENCE: TEARING PAPER

Material Needed:
Discarded papers or magazines

Things to do:

1. Experiment with the children and discover that paper tears straighter and more easily in one direction. Find this direction. The teacher snips the edges to permit easy tearing by the child.
2. Use felt markers on the paper edge to indicate the starting point where he can begin the tearing by himself.
3. The child independently tears the paper into long strips.

Things to talk about:

1. Tearing sounds
2. Length of strips

Variations:

1. The children may try cutting. Provide firm paper for this and left-handed scissors for those who need them.
2. The children tear smaller pieces and use them for papier mache.

EXPERIENCE: "WHIPPED SOAP"

Material Needed:

1. Soap flakes
2. Water
3. Rotary egg beater
4. Shirt cardboards
5. Coffee grounds

Things to do:

1. The children help beat the flakes to whipped cream consistency.
2. The child puts some on a shirt cardboard and uses as finger paint.
3. The child adds coffee grounds and continues to use as finger paint.
4. Clean up.

Variations:

1. Feeling textured materials
   - velvet
   - sandpaper
   - burlap
   - satin
   - net
2. Making collage of textured fabrics

Things to talk about:

1. Discussion of texture: how does it feel? Is it bumpy? lumpy? rough? smooth? soft?
2. Compare the before and after addition of coffee grinds.
3. Listening to and following directions

"The motor activities which contribute to the child's exploration of his environment are of the greatest significance for education since the young child gains his initial information about his environment through exploration. This exploration involves movement through space and the manipulation of objects. These are dependent upon motor activities and the ability to control motor responses."

Thompson, Margaret M., Movement Patterns and Their Basic Elements, presented at Workshop on Movement Education and Athletics. West Lafayette, Indiana. Dec. 5, 1964. 7 pp. mimeo.

"Insofar as the early motor learning is deficient, the more complex learnings will be impeded and retarded."

Newell C. Kephart

EXPERIENCE: ACTION POEM OR SONG

Material Needed:
Know rhymes or songs to be used.

Things to do:
1. The teacher may say and do any appropriate poem or sing a song.
2. The teacher and children repeat it together -- all perform appropriate actions.
3. Use for getting children's attention, as a transition activity, during a quiet time, etc.

Things to talk about:
1. Physical activity involved
2. New vocabulary
3. The feel of the rhythmic quality
4. Listening

Variations:
1. "Jack-in-the-box,
Sitting so still. (Close hand into fist, thumb inside.)
Won't you come out?"
"Yes, I will!" (Thumb pops up.)
2. "Clap Your Hands," American Folk Songs for Children, Ruth Crawford Seeger, p. 86.
3. "Two Hands," The Rhythms Hour, Ruth White, Rhythms Productions A-111, 1960.
4. "Put Your Finger in the Air," p. 194; "Hickory Dickory Dock," p. 118; and "Bus Song," p. 45, Treasury of Folk Songs for the Family, Tom Glazer, New York: Grosset and Dunlap, 1964.
5. "Five Little Chickadees," The Kindergarten Book, Pitts, Glenn and Watters, p. 37.

EXPERIENCE: ACTIONS TO SONG CUES

Material Needed: None

Things to do:

1. The children sit on the grass or floor. The teacher says, "We can sing a song about what we do before going to school in the morning."
2. Start singing to the tune of "Here We Go Round the Mulberry Bush," Our First Music, C.C. Birchard Company, 1941, p. 29, "This is the way we all get up," etc.
3. The children provide large motions such as stretching, yawning, etc.
4. The teacher asks the children to contribute ideas. "What else do we do, Mary?" The children suggest ideas as brushing teeth, combing hair, washing face, putting on socks.
5. The teacher may encourage large body movements by saying that the toothbrush or comb is very large and big motions are needed to move it.
6. All the children sing and provide appropriate motions for suggested ideas.

Things to talk about:

1. Listening
2. Vocabulary for physical activity involved such as "reaching high," "stretching," etc.
3. Children's suggestions

Variations:

1. The teacher pantomimes an activity (such as painting a wall with a big brush) and the children try to guess.
2. A child pantomimes an activity and the children try to guess.

Special Adaptation:

For the aurally handicapped, the teacher faces the children, gives the directions in a short sentence and the children try to act out the activity.

EXPERIENCE: ANTICIPATING RESPONSE

Material Needed:
Recording, "Leonard the Lion," in Listening Time #1, Volume 1, Bowmar Records

Things to do:
1. The children listen to the story first.
2. The teacher helps the children to "roar" with Leonard.
3. The record encourages proper position for "r" sound.

Things to talk about:
1. Listening
2. Loud and soft sounds
3. Animals heard

Variations:
Other songs on this record encourage children participation either in direct responses or build-up of suspense in musical story.

EXPERIENCE: BALL GAME

Material Needed:
8" ball

Things to do:
1. The children sit on the grass or floor in a circle. Open legs wide.
2. A child calls the name of the child to whom he is rolling the ball.
3. Roll the ball from one to the other.
4. To make it more difficult, pick up speed.

Things to talk about:
1. Body position
2. Feel of surfacing
3. Shape of ball
4. Speed of rolling
5. How to differentiate between two children with same first name
6. Listening for own name
7. Following directions

Variations:
1. Tether ball may be played by a child alone or with another child.
2. Use heavy cardboard box with one side removed, turn box on its side so open end faces child. Child rolls ball into box.
3. More difficult would be to glue a smaller box within the larger one.

Special Adaptations:
1. The child in a wheelchair may play tetherball alone or with another child.
2. The visually handicapped child is directed to roll the ball toward the sound of the teacher's voice.

EXPERIENCE: BEAN BAG GAME

Material Needed:

1. Bean bags
2. Waste or bushel basket

Things to do:

1. Each child has three trials to throw a bean bag into the basket.
2. Move farther away as skill increases.

Things to talk about:

1. Count number of bean bags in basket or number of misses.
2. What's in the bags? How can we tell?

Variations:

1. Make a circle on the blackboard. Have the child throw bean bags at the circle. Write the child's name where he hits.
2. Cut a 12" hole in a large grocery carton. The children try to throw bean bags into the opening.
3. Use bean bags instead of balls for "catch."
4. Toss clothes pins into a basket or drop them into a plastic milk bottle.

EXPERIENCE: BLOCKS

Material Needed:

1. Solid floor blocks of varied sizes and shapes
2. Low shelves for storage

Things to do:

1. The teacher encourages manipulation: kinesthetic experience of stacking, feeling shapes and weight.
2. The teacher helps provide background of experience through trips, books, discussion, films, etc.
3. The child uses the blocks to express and clarify ideas such as in using them to build a train, building, or anything else in which he is interested.
4. The children develop arithmetic concepts such as
   a. how many
   b. bigger than
   c. not enough, etc.
5. Accessory toys are added to enhance play and encourage cooperative group work.
6. At all levels, assumption of responsibility for group living is encouraged on the developmental level of the children.

Things to talk about:

1. Counting and estimating
2. Names of accessory items
3. Size, shape, and weight of blocks
4. Social language
5. Listening to and following directions

Variation:

Use sturdy, well-sanded hollow blocks for "building" and dramatic play activities both indoors and outdoors.

EXPERIENCE: BLOWING ACTIVITIES

Material Needed:

1. Clear plastic "straws" (tubing from hobby shop serves well) or wooden spools
2. Tincture of green soap or Ivory liquid
3. Empty milk cartons or pie tins

Things to do:

1. The child may be given a plastic straw (clear so you can see whether liquid is going up or down) and a milk carton with water in it. This way he can practice blowing with clear water before soap is added.
2. Use a wooden spool. One end is dipped in suds made in a flat pie tin from tincture of green soap and water. The other end is then held to the mouth and the child tries to blow to form a bubble.
3. Use as an outdoor activity on a warm day.
4. For indoor activity, try covering a table with an old blanket to absorb the moisture.

Things to talk about:

1. Size and shape of bubbles
2. Colors when sun shines on bubbles
3. Distance bubbles travel
4. Contrast of blowing and sucking
5. Force of blowing required
6. What's inside of the bubbles
7. Absorption

Variations:

1. Use candles and matches for a real or make-believe birthday.
2. Use feathers.
3. Blow cotton placed on the front edge of a table. One child at a time kneels in front of the table and blows the cotton as far as possible. Make a chalk mark on the table to show how far it went.
4. Use party favors that blow out and return to celebrate a child's birthday.
5. The child can blow a whistle at a specified time during a story or poetry time, when reading about policemen.
6. Relate to story of "The Three Little Pigs" by trying to blow a straw, a twig and a brick.
7. Play table ball by blowing a ping pong ball back and forth across the table.

EXPERIENCE: BOWLING

Material Needed:

1. Six "pins" from bowling pin game (may use empty plastic bottles)
2. Ball

Things to do:

1. One child may be the pin-setter. The bowler may not roll the ball until he asks "Are you ready?" so that the pin-setter can have the pins up and be out of the way. The pin-setter replies, "Ready." (The children may take turns so each one gets a turn to roll the ball or set pins.)
2. Count the number down or still up.

Things to talk about:

1. Keeping "score"
2. Taking turns
3. Direction of rolling

Variations:

1. Use commercial Tally Pin Set which holds the pins so they do not scatter when hit.
2. Use weighted round-bottom toy which returns to upright position after being knocked down.

EXPERIENCE: CHEWING

Material Needed:
Sugarless gum

Things to do:
Chewing is excellent exercise for expressive language. There might be a time during the day when the children are given sugarless gum and can thus exercise the tongue and jaw. Be sure the child has learned not to swallow it.

Things to talk about:
1. Taste, texture
2. Teeth and their care
3. Choice of snacks for health
4. New foods

Variations:
1. Suggest firm fruit or vegetables for snack.
2. Choose crunchy foods for a tasting party (carrot or celery sticks).
3. Children can lick ice cream off a spoon for dessert.

EXPERIENCE: "COME OVER" GAME

Material Needed:
A room divider, book case or something that can be used as a "fence." It should be low enough so the children's heads will show over the top.

Things to do:
1. One child stands behind the "fence" and calls to one or two children at a time, "Mary, Joe, come over."
2. The child responds, "I'm coming, Bobbie," or "Here I come."
3. He joins the first child behind the fence, and calls another child to join the group.
4. Everyone claps and chants, "We are all here," when they have all arrived.

Things to talk about:
1. Different ways to move
2. Listening

Variations:
1. While coming over, the child may be instructed to crawl, jump, hop, skip, etc.
2. The child may be instructed to travel backward, forward, in a zig-zag line, turning, etc.
3. Place a ladder flat on the floor and instruct child to walk over the rungs.

EXPERIENCE: "COTTON AND TONGS" GAME

Material Needed:
1. Cotton balls
2. Tongs

Things to do:
Children take turns attempting to pick up cotton balls with the tongs. This activity is valuable as a preliminary to learning to cut.

Things to talk about:
1. Seeming "weightlessness" of the cotton
2. Pinching action of the tongs
3. Texture of the cotton and suitable descriptive words (soft, fluffy, puffy, etc.)

Variations:
1. More difficult would be using tweezers.
2. Fishing for plastic floating fish in a tub, using tongs.
3. Punch firm paper with a paper punch. Save the punched circles for collage or use to sprinkle on wet paint.

Particularly Valuable:
1. To encourage and strengthen hand use
2. For the visually handicapped, try Variation #3.

EXPERIENCE: DANCING

Material Needed:
"Pop Goes the Weasel," Victor 45-6180

Things to do:
1. Provide plenty of space for moving.
2. The children listen to the record and clap their hands lightly after the rhythm is established.
3. The children may express ideas of the movements the music makes them think about (bouncing, jumping).
4. A few children move freely to the music. Others clap. Dancers and clappers change so the children have a chance to rest.

Things to talk about:
1. Kinds of body movements
2. Taking turns
3. Body parts
4. Loud and soft sections of the music
5. Right and left hands

Variations:
1. Use other dance recordings such as Folkways Dance Records.
2. Use animal music such as Phoebe James recordings.

Special Adaptation:
For the visually handicapped, discourage walking on toes. Try using music with heavy beat to encourage "heels down" walking.

EXPERIENCE: DRESSING A LIFE-SIZE DOLL

Material Needed:

1. Life-size doll
2. Pajamas, shirt, pants, shirt, shoes, hat, sweater, etc.

Things to do:

1. What does Bobby have to do to get ready for school? The child names each article of clothing correctly and puts it on the doll.
2. The child may tell what he wears to come to school.
3. If you use one doll, make it a boy one time, another time it can be a girl.
4. Play a game having the teacher (or a child) describe what he wore one day and the children guess where he was going or what kind of day it was.

Things to talk about:

1. Articles of clothing
2. Children's own clothes as to color, texture, design, and the trimming such as buttons, applique, etc.
3. What do you wear to a party?
4. What do you wear to a picnic? a swim party?
5. What would you put in your suitcase for a long trip?

Variations:

1. Dressing books are large sturdy cloth books containing a large zipper, a button and buttonhole, a snap, a large hook and eye, a large bow and lacing holes with a lace. They may be made of sailcloth or are available commercially.
   a. Some children who are reluctant to work with their own clothes are intrigued by the book and start learning.
   b. This can be an individual or group activity.
   c. Start with the zipper, work through to bow tying.
   d. Let the child set his own pace.
2. Play <u>I'm Dressing Myself</u>. 10" record ($1.25).

EXPERIENCE: DRESSING THE BABY

Material Needed:

1. Large dolls, boy and girl
2. Suitable clothing with elastic, large snap or button closures (skirt, blouse, pants, socks, etc.)

Things to do:

1. In play, children dress the baby for going out.
2. They choose the correct articles of clothing.

Things to talk about:

1. Names of articles of clothing
2. Weather and changes required in what we wear
3. Color and size of clothing

Variation:

Dress-up clothes for the children

Male: bow ties, vests, hats, shirts, wallets

Female: jewelry, bridal veils, hats, scarves, purses, nylon hose, gloves

EXPERIENCE: FINGER PLAYS

Material Needed:
Finger plays such as in Finger Plays and Action Rhymes, June Pierce and Ruth Wood, Grosset and Dunlap

Things to do:
1. At first the child may need to be taken through the simple finger plays passively. He will soon do them on his own as the poem is recited, remembering them and imitating the teacher.
2. Use for transition periods, quiet times, to gain children's attention and for fun.

Things to talk about:
1. Names of fingers
2. Comparative size of fingers and hands
3. Listening

Other Sources:
1. Finger-plays and Rhymes for Children, published by the Cleveland Association for Nursery Education, April, 1958
2084 Cornell Road, Cleveland 6, Ohio
2. One Hundred and One Finger Plays, Child Care Centers, Richmond Schools, Richmond, California, 1956
3. Finger Fun, Helen Wright Salisbury, Los Angeles: Cournan Publications Inc., 1955
4. Rhymes for Fingers and Flannelboards, J.J. Thompson and Louise B. Scott, Webster Publishing Co., 1960
5. Finger Plays and Action Rhymes, June Pierce and Ruth Wood, Wonder Book, 1955

Variations:
1. Sing finger plays such as "Eency, Weency Spider," Singing Fun, Lucille F. Wood and Louise B. Scott, Webster Publishing Co., 1954, p. 73.
2. "Eency Weencey Spider" p. 76
"Where Is Thumbkin" p. 245
Tom Glazer's Treasury of Folk Songs for the Family, NY: Grosset & Dunlap, 1964

EXPERIENCE: FISHING

Material Needed:

1. "Fish" (as needed)
2. Fishing pole - a piece of doweling to which a string is attached with a small horseshoe magnet at the end
3. "Pond" (as needed)

Things to do:

1. Use small plastic fish with attached paper clips or small metal strips. The "water pond" can be a galvanized tub. Use sea shells or pretty rocks on the bottom to add realism.
2. The children try to catch the fish by touching the magnet to the metal end.

Things to talk about:

1. Colors and sizes
   Teacher: "Can you catch a blue fish?"
   Child: "I caught a blue fish."
   Teacher: "What size fish can you catch?"
   Child: "I caught a big fish."
2. Magnet: strength of force, material it attracts, etc.
3. Material that floats or sinks
4. Numbers

Variations:

1. Several pairs of fish (one large, one small) out of different colors of construction paper can be made. Paste a picture on one side of the fish. Staple two staples on the nose of each fish. The children sit in a circle. The inside of the circle or a large cardboard box serves as the pond. The children take turns holding the pole. As a child pulls in his fish he says, "I caught a <u>(whatever is on the picture)</u>."
2. Use plastic floating ducks.
3. Numbers may be placed on the back of the fish. Each child keeps his fish and reads the number.
4. Read <u>One Fish, Two Fish, Red Fish, Blue Fish</u>, Dr. Seuss, Random House, 1960.

EXPERIENCE: FOLLOW THE LEADER

Material Needed: None

Things to do:

1. The teacher gives directions and does movements.
2. The teacher gives directions only orally so that children will need to listen to know what to do, such as:
   a. "Put your hands on your head."
   b. "Put your hands on your toes."
   c. "Put your hands on your chin."
   d. "Now put them on your nose."
3. A child may give the directions.
4. May become more complicated by involving right and left limbs, less known body parts like waist, chest, hips, shoulders.

Things to talk about:

1. Listening to and following directions
2. Body parts

Variations:

1. "I clap my hands, one, two, three.
   Can you do it just like me?"
2. "I stamp my feet, one, two.
   Now let's see you do it too."
3. Say words slowly, separating the sounds.
   "Touch your F-A-C."
   "Touch your N-O-Z."
   "Touch your L-E-G."
   "Touch your N-E-K."
   The children follow instructions.
4. Teacher: "Listen and if I say it correctly, do it.
   If I say it wrong, don't do it."
   "Hold up you hand." (do)
   "Touch your nose." (do)
   "Wiggle your fum." (don't do)
   "Bite your wip." (don't do)
   "Thing a thong." (don't do)
5. The teacher claps hands in different rhythms. The children imitate.

EXPERIENCE: FOOTPRINTS

Material Needed:
Area of smooth, wet sand (the beach or in the sandbox)

Things to do:
1. The teacher makes her footprints in the wet sand and the children follow.
2. Smooth out the sand again.
3. Walk on toes then on heels and note the differences in the prints.

Things to talk about:
1. Feel of sand on feet and between toes
2. Children's own experiences at the beach
3. Related poetry
4. Size of prints, length of steps, etc.

Variations:
1. Help the child trace and cut out his own footprints from colored construction paper - one color for the right foot and the other one for the left foot.
2. Duplicate many sets of the child's prints. The prints can be placed on the floor, and the child can count as he steps on each print.
3. They can be used to teach the child right and left by saying right and left as he steps. "The right print is red; the left print is blue."
4. For older children, the teacher may mark prints "right" and "left."
5. Lengthen the distance between the placement of the prints to increase the size of the steps.
6. Read Story in the Sand, Donald Myrus and Albert Squillace, N.Y.:The Macmillan Co., 1963.
7. "Stepping stones" may be indicated on the floor with chalk.
   a. Alternate feet in stepping from one to the other.
   b. Jump with both feet from one "stone" to the next.

EXPERIENCE: HAMMERING

Material Needed:

1. Hammers
2. Nails
3. "Slice" of tree, tree stump or large chunk of soft wood. (Watch for trees being cut down. The workmen are usually willing to cut a "slice" for you. Children go with the teacher to pre-selected site near school for this purpose.)

Things to do:

1. Only two or three children at a time hammer under supervision.
2. Children can keep pounding nails until the wood is almost covered.
3. Children may remove the nails with the claw end of the hammer.
4. Use hard and soft wood. Balsa wood is good for a soft wood.
5. This can be a preliminary experience to "construction" activities.

Things to talk about:

1. Part of the hammer (head, claw, etc.)
2. "Rings" in the wood slab: number, meaning, width between bands, etc.
3. How child holds the hammer to get strong, straight strokes
4. Count nails and strokes
5. Kinds of nails and comparative sizes
6. Compare sounds and effort required in hammering on different kinds of wood.

Variations:

1. Use a large wooden box and let the children build on to it with various hammering materials.
2. Provide scrap wood for children to use in hammering pieces together.
3. Provide pre-cut pieces of wood which may be stacked and hammered together to form a tug boat.
4. Start nail for the child, if necessary.

EXPERIENCE: HORSE SHOE GAME

Material Needed:
Rubber horse shoe set

Things to do:
1. Child throws four horseshoes at the pole.
2. All count number that lands on pole or didn't get on.
3. All get turns.

Things to talk about:
1. Shape of horse shoes
2. Number
3. Taking turns
4. Comparative force behind toss to get closer to target

Variation:
1. Pound a one-inch dowel into the grass and use canning jar lids (without insets), or rubber gaskets.
2. Use plastic milk bottle and clothespins. Children try to drop clothespins into bottle from various heights.

EXPERIENCE: JUMPING

Material Needed:
Discarded spring-type mattress

Things to do:

1. The teacher holds the child's hands and encourages gentle jumping on the mattress.
2. The teacher stands by for support or lightly holds one hand as the child jumps.
3. The child jumps independently. The teacher may accompany him by rhythmic counting, reciting rhymes, or singing.
4. Encourage changing direction while jumping.
5. Make a game with each child jumping five times and off.
6. Two children jump at the same time, coordinating their movements.

Things to talk about:

1. What makes the mattress "bouncy"?
2. Counting
3. Body parts involved and how used
4. Directional turning

Variations:

1. Use jumping board (8' cleated plank on low sawhorses or hollow blocks).
2. Use an inflated truck tire tube. This is much more difficult.
3. If possible, provide a built-into-the ground trampoline. Children won't have to be concerned about falling off.
4. Use a rope
   a. Short lengths for individual exploration
   b. Longer length for small group use
      (1) Jump over rope which is flat on the ground.
      (2) Raise it slightly but hold the rope stationary.
      (3) Sway rope gently back and forth and the child jumps over it.
      (4) Begin simple jumping to turning rope.

Special Adaptation:
Children who are unable to jump may bounce on the mattress sitting or on their knees.

Particularly Valuable:
For the visually handicapped

EXPERIENCE: LICKING AND SUCKING

Material needed:
Frozen juice suckers

Things to do:
1. Provide frozen juice suckers to encourage use of tongue in licking.
2. Have the child lick up in the center and on each side of the mouth and on the upper roof of the mouth. This is important for tongue awareness and control.

Variations:
1. The children may drink some of their liquids through a thick straw. The thicker the liquid, the more vigor the sucking action requires.
2. The children may help to squeeze oranges on a reamer. Use an ice cube tray to freeze the juice. Put a counting stick in each section to form a sucker.
3. Provide holiday seals or stickers for collage. Children lick their own stamps.
4. Have ice-cream for dessert or on a special birthday celebration.

Things to talk about:
1. Taste
2. Favorite flavors
3. Temperature of suckers
4. Shape of the tongue: rounded, pointed, etc.
5. Movement of the tongue

EXPERIENCE: "LOCK I"

Material Needed:

1. Variety of locks
2. Corresponding keys (It's a good idea to have a duplicate set.)
3. Basket or box

Things to do:

1. The teacher presents several open locks in a basket. The child manipulates these, noting sizes, weight, open ends, etc.
2. The child tries to close the locks.
3. The teacher provides one key (on a string) with several locks. The child experiments by trying to fit the key into each lock until he finds the matching one. Success is immediately rewarded - the lock opens. He repeats locking and opening.
4. Another key is added to the string and the child proceeds the same way.
5. Several locks and corresponding keys are presented. The child tries to match them.
6. Add a combination lock to the collection.

Things to talk about:

1. Similarities and differences between locks and between keys
2. Number
3. Sound when lock is opened or snaps shut
4. Direction of turning for unlocking

Variations:

1. Use a commercial Turn-A-Key set. This is color coded.
2. Provide various closing devices in a basket or mounted on a board. Include items such as slide lock, cabinet lock, hasp, hook and eye, etc.

Particularly Valuable:

1. For the visually handicapped
2. For encouraging the use of both hands

EXPERIENCE: OUTDOOR PLAY

Material Needed:
Large grocery cartons

Things to do:
1. Crawling through boxes, the children call to and follow one another.
2. Children hide in the boxes (usually in groups of two or three) and call names or sounds to surprise or encourage others to join them.
3. Children pretend that the boxes placed end to end standing (sometimes requiring help from the teacher) are a rocket which they knock down for the "blast off."

Things to talk about:
1. In using outdoor equipment, the vocabularly of relationships may be developed such as

up	down
behind	in front of
on	off
before	after
first	next
higher	lower

2. Comparative size of boxes, heights, etc.

Variation:
1. Set up a maze of open barrels, boards, tunnels, sawhorses, and play "Follow the Leader".
2. If you have trees with sturdy low limbs, make use of them. You're lucky.
3. Encourage children to use portable equipment in setting up their own play combination.
4. For more ideas see Let's Play Outdoors by Katherine H. Read, National Association for Nursery Education pamphlet.

Special Adaptation:
For the visually handicapped, use equipment which he can activate by himself, such as swings, gliders, rocking boat, slides, etc. In a free area, string a high wire from one building to another with a sliding strap attached. Child can then walk, run, or ride his tricycle with it. Hang a wind-chime from a branch to help the child orient himself in the play area. Different types such as bamboo, glass or metal chimes may be used in different areas.

EXPERIENCE: PUNCHING

Material Needed:
Punching bag on an adjustable stand such as available from Creative Playthings 2A250 at $8.95.

Things to do:
1. Take turns punching the bag.
2. Use in the room or out-of-doors.
3. Have punching bag available for independent use.

Things to talk about:
1. Action required
2. Right and Left hand
3. Movement of bag as it bobs back and forth
4. Feel of movement and contact
5. Taking turns
6. Number of hits and misses

Variations:
1. Use an inflatable vinyl figure with a weighted bottom. These rise upright after each punch and are available in different heights.
2. Make your own punching bag out of a sturdy pillow case or burlap bag stuffed with rags and hung from a tree limb. This may also be used for tackling activities.

EXPERIENCE: RELAXING

Material Needed:
None

Things to do:
1. Have children tense up large muscles, beginning with feet and legs, and then "let go". (Gives them the feeling of relaxing by doing the opposite and feeling the difference)
2. Ask children to move their smallest body part, then their largest.

Things to talk about:
1. Differences in feeling of relaxation and contracting
2. Body parts

Variations:
1. Teacher may use a Raggedy-Ann doll to show children how to hold their bodies. For example,
   Teacher: "Can you do what Raggedy-Ann does?"
   (Children will discover that some things cannot be copied because of the limitations of the human body)
2. Be "stars" on the floor: legs and arms are open to represent points. May be used during resting time to quiet music.
3. Sing and follow instructions to "I Wiggle," Singing Fun, Lucille F. Wood and Louise B. Scott, Webster Publishing Co., 1954, p. 56.
4. Read Sleepy Book, Charlotte Zolotow, Lee and Shepard Company, 1958.
5. Sing and follow instructions to "My Hands," Singing Fun, Lucille F. Wood and Louise B. Scott, Webster Publishing Co., 1954, p. 58.
6. Use quiet songs such as
   "Brahm's Cradle Song" p. 55
   "Go to Sleepy" p. 100
   "Hush, Little Baby" p. 124
   in Tom Glazer's Treasury of Folk Songs for the Family, N.Y.: Grosset & Dunlap, 1964

EXPERIENCE: RHYTHM ACTIVITIES TO SPECIFIC DIRECTIONS

Material Needed:
Record "How I Walk" from The Rhythms Hour by Ruth White, Rhythms Productions, A-111, 1960

Things to do:
1. Children listen to the lyrics which give cues for movement.
2. Provide space and establish directions so there is ample room for moving.
3. Half of the children may move while others clap.
4. All move at the same time.

Things to talk about:
1. Listening to and following directions
2. Rhythm changes

Variations:
1. Other rhythms in this album or other records such as in "Playtime" Rhythmic Dramatizations by Ruth White, Rhythms Productions, A-112, 1960
2. Read This Is the Way the Animals Walk by Louise Woodcock, W.R. Scott Publishers, 1946 and children can imitate animals described.
3. Explore many ways to move and the corresponding descriptive language. These may include:

bend	reach	swing around	hop
collapse	stretch	turn	leap
crouch	swing up	twist	run
kneel			skip
			slide

EXPERIENCE: ROCKING IN CHAIR

Material Needed:

1. Small rocking chair
2. Song "I Am Rocking" Music for Early Childhood, p. 41

Things to do:

1. Use child-size rocking chair. Let each child try rocking in chair while teacher and group sing "I Am Rocking...."
2. During housekeeping play, the rocking chair will be kept in use with each one singing his own song as he rocks.

Things to talk about:

1. Difference between chair and rocker
2. Foward and back movements
3. Children's own experience with rockers

Variations:

1. Children sit on the floor with knees bent up to chest, clasp legs and try rocking back and forth on their buttocks.
2. Use a wooden rocking boat.
3. Lie on back. Clasp hands under knees. Start in sitting position and rock to floor and back to sitting position.
4. Lie on stomach. Hold feet with hands. Rock forward and back. Arching the back is helpful.

EXPERIENCE: SAND BOX

Material Needed:

1. Water
2. Tin cans which nest together (frozen juice can, soup can, #2 can, #2½ can)
3. Boards or planks
4. Wash basins
5. Shovels
6. Other as needed

Things to do:

1. Mixing cement
   a. building roads, tunnels and bridges
   b. making swimming pools or ponds for ducks and boats.
2. Excavations--moisten sand frequently and well
3. Set the stage so that things that you want to go together are near each other. Consider your water source.
4. Try an indoor sand table using corn meal instead of sand.

Things to talk about:

1. Texture of wet and dry sand
2. Names and sizes of utensils and tools
3. Names of road building areas (such as bridge, underpass, tunnel, ramp, island, dam, etc.)
4. Self-service and storage of tools
5. Guide-lines to help children enjoy the experience and permit others to also enjoy it
6. Why the cans nest together
7. Measuring

Variations:

1. "Baking" activities. Decorate baked goods with leaves, pebbles, dry sand, etc.
2. Do sand casting.
   a. Make designs in smooth sand using hands or tools. Sand should be damp.
   b. Pour plaster of paris carefully over design section
   c. Pull off carefully when set.
   d. Brush off extra sand.
3. Add funnels, colanders and strainers for play with dry sand. (Plastic utensils cost more but have the advantage of not rusting and do not develop sharp edges.)
4. Cut plastic bleach bottles in half to make excellent funnels and containers.
5. See Water, Sand and Mud as Play Material, National Association for Nursery Education pamphlet for more ideas.

Special Adaptations:

For the child who has hyper-sensitive palms or is fearful of touching unknown objects

1. Take his hands and have him dig in the sand.
2. Hide toys in the sandbox and have the child dig them out.

EXPERIENCE: SINGING

Material Needed:
Song or poem about Jack-in-the-box such as in The Sing and Play Book, Ethel Crowninshield, p. 20

Words to Song:
"Jack-in-the-box is out of sight,
When the cover's fastened tight.
Touch the spring and up he goes, (pop)
Jack-in-the-box with his long red nose."

Things to do:
1. You may use a music box with a pop-up clown as an introduction. Sing the song and let the children have a turn to touch the spring on the word "pop."
2. A single child may have a turn to be a Jack-in-the-box himself. Encourage listening so he will know when to "pop up."
3. Children enjoy hiding their faces to begin the song. All may do it together.
4. Use simple songs the children can learn to sing easily.
5. Show and discuss some clown pictures.

Things to talk about:
1. Children's own experiences with a Jack-in-the-box or a clown
2. Listening

Special Adaptations:
1. For physically handicapped children, this activity may be used in a standing table.
2. For the aurally handicapped
   a. Introduce the child to a jack-in-the-box toy.
   b. Sing the song and on "pop" let the lid open.
   c. Let the child watch you sing the song and on the word "pop" he releases the lid.
   d. The child can be the jack-in-the-box and watch for the cue to jump up.

EXPERIENCE: SINGING GAME

Material Needed:
Song "Here We Go, Santa Maloney," Preschool Music Book, by Angela Diller and Kate Stearns Page New York : G. Schirmer, Inc., 1936, p. 38

Things to do:
1. Teacher and children hold hands in a circle to play, "Here We Go Santa Maloney."
2. Teacher sings and acts out suggested activities as children follow her, such as:
   "Tip-toe Santa Maloney"
   "Jumping Santa Maloney"
   "Swing your arms beside you, etc."
3. Once the children know the song and game, each child can have a turn to suggest an activity.
   Teacher: Now Johnny will tell us how to go to Santa Maloney.

Things to talk about:
1. Listening
2. Following directions
3. Varied body movements

Variations:
1. Other singing games in this source
2. Other singing games in Songs for Nursery School by McCartney, Willis Music Co.
3. "Itisket, Itaskit," p. 131 and "Here We Go Looby Loo," p. 114, Tom Glazer's Treasury of Folk Songs NY: Grosset & Dunlap, 1964.
4. "Punchinello," Growing With Music, by Harry R. Wilson and others, Prentice Hall, Inc. Englewood, New Jersey, 1963, p. 47.

EXPERIENCE: STRINGING

Material Needed:

1. "Cheerios"
2. Colored straws cut into $\frac{1}{4}$" bits
3. Thin telephone wire in 2' lengths (Knot one end.)
4. Flat pan for each child

Things to do:

1. Child selects own materials
2. Have small name tags which child strings on his own to help in identification.
3. The child strings a necklace or bracelet. If he chooses he may come back to it later on.
4. Repeating a pattern is a more difficult level.

Things to talk about:

1. Materials
   a. discriminating between what is edible and what is not
   b. colors
   c. sizes
   d. number
   e. length comparison
   f. shape comparisons
2. Patterns
3. Names on identifying tags

Variations:

1. Vary the items to be strung.
   Dyed salad macaroni
   Cut colored cardboard
   Punched cork (insides of bottle caps)
   Large beads from discarded jewelry
2. Use blunt needle and yarn.
3. Use wooden spools and tipped shoelaces.
4. Use small gumdrops and small marshmallows. String on swab stick shishkebab fashion. Eat, of course.
5. In beginning shoe lacing, tie a black and red lace together so children can easily identify the lace to be crossed over the other. In dramatic play, adult-size shoes over their own offer practice possibilities.

EXPERIENCE: TABLE BLOCKS

Material Needed:
Small blocks of various colors, sizes, shapes

Things to do:

1. A few children and the teacher sit around the table with the blocks.
2. The teacher and children talk about the blocks.
   Teacher: Johnny, can you find a red block? Is it a big or a small block? (etc.)
3. The child describes a block for the teacher to find including size, color, and shape.
   Child: Give me a little yellow triangular block.
4. The children may build a tower with blocks they obtain by verbal requests.
5. The child may place the blocks according to verbal directions.
6. The teacher may question the child as to the location of a particular block or stack such as, "Which block is underneath the red cube?"

Things to talk about:

1. Color
2. Size
3. Shape
4. Number
5. Location

Variation:
Use floor blocks in a similar way with a group of children sitting on the floor.

Particularly Valuable:

1. For the physically handicapped children who are in the standing table
2. For the aurally handicapped as a speech reading activity

EXPERIENCE: TARGET PRACTICE

Materials Needed:

1. Chalkboard and chalk
2. Suction cup darts

Things to do:

1. Teacher draws a target on the board.
2. Take turns with darts. Have eyes follow the dart.
3. The child may draw target. Have his eyes follow his hand when making the circle. It may be necessary to guide his hand.

Things to talk about:

1. The size and shape of the bull's eye being drawn by the teacher:
   "a little circle for the bull's eye
   a larger circle,
   a larger circle, etc."
2. Following teacher's verbal directions when child draws target
3. Number of hits and where strike is made
4. Taking turns

Variations:

1. Use commercial suction dart game.
2. Throw wet sponges against chalk figure drawn on fence.

EXPERIENCE: SOME OTHER PLAY MATERIALS TO ENCOURAGE HAND COORDINATION

1. One-handed operations	
a. ball	throwing
b. bell	shaking
c. fan	wrist movement
d. finger castanets	pinching
e. maracas	grasping
f. rubber stamp	pressing
g. soft rubber animal with whistle	squeezing
h. spinners	twirling
i. stapler	pushing down
j. tire pump	pumping
2. Two-handed operations	
a. bean bag	catching
b. jars and lids	screwing
c. magic putty	pulling
d. rolling pin	pushing
e. tom-tom	drumming with alternate hands
f. Turn-A-Gear	turning
g. wind-up toys	winding
3. Coordinating hand and eye movements	
a. beads and laces	stringing
b. board and pegs	inserting
c. clothespins and bottle	dropping items in opening
d. nuts and bolts	turning
e. scissors	cutting
f. snowflakes	connecting items

MUSIC

"If you want your child to enjoy music, one of childhood's most rewarding joys, then it depends on you and the music you make. And here let me state with emphasis based upon experiences: this does not mean that you have to be trained. Music is centuries older than schools."

Beatrice Landeck

EXPERIENCE: ECHO

Material Needed:
Song, "Little Sir Echo"

Things to do:
1. The teacher introduces the song.
2. The teacher sings the song, the child answers.

Teacher: Little Sir Echo, how do you do? Hello.
Child: Hello.
Teacher: Hello.
Child: Hello.
Teacher: Little Sir Echo, I'm very blue. Hello.
Child: Hello.
Teacher: Hello.
Child: Hello.
Teacher: Would you come over and play.
You're a nice little fellow,
I know by your voice,
But you're always so far away.

Things to talk about:
1. Soft and loud voices
2. How voices sound when children are calling to each other from inside a large box or barrel
3. Why the voice sounds different when mouth is covered

Variation:
When the child answers, hands may be cupped over the mouth to give the effect of an echo.

EXPERIENCE: EXPERIMENTING WITH SOUND

Material Needed:
Simple instruments such as a large and small drum or inverted kegs

Things to do:
1. The music corner may be set up as part of either the inside or outside environment. Noisy experimentation need not be as limited out-of-doors..
2. Use sounds to enhance dramatic play such as ringing a bell for firemen play.
3. Experiment with sounds of voices when in a packing box or tent.
4. Stretch rubber bands over a small open box and compare sounds made.

Things to talk about:
1. Sound differences
   a. between large and small drum
   b. between wide and narrow rubber bands
   c. as tautness of bands is varied
2. Why is sound experimentation less disturbing outdoors than indoors?

Variations:
1. The mouth opens and closes to make sounds as finger castanets do.
2. The throat vibrates to make sound as do drum heads when struck.
   a. Drop a few rice kernels on the drum head and watch them jump when struck.
   b. Have a child hold his hand on your throat to feel vibration as you talk.
   c. Have him put his hand on his own throat to feel the vibration as he makes a sound.

EXPERIENCE: INSTRUMENTS

Material Needed:

1. Variety of musical instruments such as bells, clappers, tone blocks, sand blocks, tambourines, etc.
2. "Rhythm Instruments," Folk Songs from Many Lands, Ruth White, Rhythms Productions, 1107 El Centro Avenue, Hollywood, California 90038

Things to do:

1. Children experiment with the instruments first. Help them discover how to hold instruments for most effective sound.
2. Use the music of the records. Practice starting together. When recording ends, emphasize stopping together. In time children will learn to play with the music.
3. Use words loud, soft, fast, slow, high, and low as they occur clearly in the record and children will respond with their instruments.

Things to talk about:

1. Listening to dynamics as they occur in the music
2. Names of instruments used
3. Need to attend so that group starts and stops together
4. Descriptive words as applied to sounds

Variations:

1. Use of many different recordings
2. Marching with the instruments
3. Dancing with silk scarves or pom-pom shakers made of crepe or tissue paper
4. Dancing with small hula-hoops
5. Dancing with bells tied on the wrists or ankles

Special Adaptation:

For children with physical handicaps, bells may be tied on, cymbals may be fixed securely, etc.

EXPERIENCE: LISTENING

Material Needed:
Record such as

Children's Record Guild - Train to the Zoo
Train to the Farm

Young People's Records - Muffin in the City
Muffin in the Country
What the Lighthouse Sees
Little Indian Drum

Things to do:
1. Children identify familiar sounds.
2. Children identify loud and soft.
3. Children repeat rhythms.

Things to talk about:
1. Children's own experiences in visits to the zoo, farm, etc.
2. Kinds of animals found on the farm
3. Comparison of animals found at the zoo and farm
4. Animals that make good pets

Variations:
1. Use the Noisy Book by Margaret Wise Brown together with either of the Muffin records.
2. Children may examine pictures of various animals and choose ones that are heard in the particular record.

EXPERIENCE: PLUCKING SOUNDS

Material Needed:
Music box

Things to do:
1. May be used at quiet period such as resting or before story time.
2. If it is the kind of box in which the drum can be seen, let children examine how the sound is made.

Things to talk about:
1. Children's own experiences with music boxes or musical toys
2. Compare sounds of different music boxes.
3. Instruments that are played by plucking the strings

Variations:
1. Open a paper clip and stick into something which will hold it firmly. A desk drawer is suitable. Let children "pluck" the clip and notice sound. Pull out clip so exposed length changes. Note differences in sound. This is also a science lesson.
2. Clamp a ruler on edge of desk and let child pluck the end. Vary length sticking out over the edge.
3. Try using corset stays the same way. Children can do their own experimenting.
4. Stretch rubber bands of varying thicknesses over small open boxes. The child plucks and compares the sounds of the rubber bands. Why aren't the sounds the same?
5. Examine and experiment with strings on an autoharp. Look at the strings with a magnifying glass.
6. Open the front of a piano and examine the strings - Note variation in thicknesses.

Special Adaptation:
For the child who is aurally handicapped, let him touch the music box and feel the vibrations while it is playing and the lack of vibrations when it stops. An alarm clock is also valuable for giving a kinesthetic cue of sound.

EXPERIENCE: SINGING, ADDING RHYME

Material Needed:

Song such as "When I Was One," Number song as sung by Alan Mills

"When I was one, I ate a bun,
Sailing over the sea.
I jumped aboard a sailing ship, (jump up)
And a sailorman said to me,
Going over, going under, (stand on tip toes, bend knees to a half squat)
Stand at attention (stand straight)
Like a soldier
With a one, two, three, (clap hands or do 3 high-knee marching steps)
With a one, two, three.

Things to do:

1. Teacher sings the whole song.
2. She sings the song, leaving out a word.
3. Teacher and children sing the whole song.

Things to talk about:

1. Rhyming sounds
2. Why is it called a "Number song"?
3. Children's own experiences with seeing or being on a ship
4. Kinds of boats
5. Body parts

Variations:

1. Children insert rhyming word or phrase such as:
   Teacher: "When I was one,"
   Child: "I weighed a ton," etc.
2. Add body movements as indicated.
3. "This Old Man," Music for Early Childhood, Silver Burdett Company, p. 43
4. "Sing, Said the Mother," Songs to Grow On, Beatrice Landeck, Edward B. Marks Music Corporation, 1950, p. 14

EXPERIENCE: SINGING - COLOR GAME

Material Needed:
Auto harp, if desired

Things to do:
1. Children sit on the floor in a circle when possible, feet pointed to center.
2. The teacher starts to sing, "Who is wearing (black) shoes?" (to tune of "Mary Has a Red Dress," American Folk Songs for Children, Ruth Crawford Seeger, p. 130) The children clap to rhythm and sing.
3. The children with the appropriate color shoes gallop around the circle and then sit down. Repeat until all the children have had a turn.

Song:
"Who is wearing red shoes, red shoes,
red shoes(listen and clap),
Who is wearing red shoes all day long?
Skip around the outside, outside,
outside(skipping),
Skip around the outside, then sit down
(follow directions)."

Things to talk about:
1. Colors and patterns of clothing
2. Different ways to move from one place to another
3. Listening to know who is to move

Variations:
1. Teacher: "Who has a red dress, red dress, red dress?
Who has a red dress, all day long?"
Children:"Susan has a red dress, red dress," etc.
Teacher: "Who has a pony tail?" etc.
...checkered shirt?" etc.
...plaid shirt?" etc.
2. Change directions as to how the child is to move around the circle and child is to follow directions (e.g. gallop, hop, crawl, slide, walk, etc.).

EXPERIENCE: SINGING - FLANNEL BOARD CUES

Material Needed:

1. Flannel board
2. Felt pieces
3. "Bought Me a Cat," American Folk Songs for Children, Pete Seeger, Folkways Records, and in American Folk Songs for Children, Ruth Crawford Seeger, p. 104

Things to do:

1. The teacher has played the record at previous times, so that the children are acquainted with the song.
2. Place pieces on the flannel board as they occur in the song, and point to them as they are repeated.
3. Encourage the children to sing along.
4. A child may place the pieces on the flannel board for the others to follow or as an independent activity.

Things to talk about:

1. Sounds the various animals make
2. Use of flannel board shapes in trying to remember what comes next in cumulative songs
3. Why do these pieces adhere to the flannel board?
4. What other material would work the same way?

Variations:

Other songs such as:

1. "Oh, John the Rabbit," American Folk Songs for Children, Ruth Crawford Seeger, p. 100
2. "Three Blue Pigeons," Music Through the Day, California State Series, p. 101

EXPERIENCE: SINGING - PICTURE CUES

Material Needed:
Picture about farm animals

Things to do:
1. The teacher sings a cumulative song like "Old MacDonald Had a Farm," and shows pictures of the animals as they are mentioned.
2. The children learn the song and sing along with the teacher.
3. The teacher shows the pictures and the children get the cue from the picture and sing or make a sound about that animal.
4. The pictures may be distributed among the children. As his animal is mentioned, the child raises the picture and makes the appropriate sound for it. He may also name the animal.

Things to talk about:
1. Children's experiences with animals
2. Classroom pets
3. Listening for cue that lets one know when it is his turn

Variations:
1. Use other cumulative animal songs, e.g. "Barnyard Song," Songs to Grow On, p. 99.
2. Use "Playing in the Band," cumulative song about instruments, New Music Horizons II, Silver Burdett, 1944, p. 8.
3. Use rubber animals instead of pictures.
4. Children may make up own version using picture book about farm animals.

EXPERIENCE: SINGING - TABLE CHART CUES

Material Needed:

1. Table chart rack
2. Pictures to go with songs mounted on sturdy cardboard and hung on a flip chart rack
3. Notebook rings (2)
4. Autoharp (helpful but not necessary)

Things to do:

1. The children have a repertoire of songs. The teacher uses pictures as a record of songs they all know.
2. The teacher chooses one child to be "acting teacher."
3. The "acting teacher" turns chart until child says "Stop," on indicating one as his choice.
4. The group sings that chosen song.

Things to talk about:

1. Use of charts to record information
2. Number of songs the group "knows"
3. Differences between two pictures, both of rabbits, but each one indicating another song. How do we know which is which?

Variations:

1. Same flip charts may be used independently by individuals or small group.
2. Teacher may make single large charts divided into 12 squares, three across and four down. Pictures are mounted as children learn additional songs.
   a. Children are reminded of songs by the picture cue.
   b. Play a game with teacher or child as leader, indicating his choice as "two across, three down."

EXPERIENCE: SINGING TO INDIVIDUAL CHILD

Material Needed:
Song, "Little David" or any other suitable song.

Things to do:
1. Teacher sings a child's name and child responds when he hears his name. This may be only with a smile or eyes lighting up to show recognition. For example,
   "Michael Smith, How are you? Hallelujah."
   "Susie Johnson, where are you? Hallelujah."
2. Harder:
   "Johnny Douglas, touch your eyes, Hallelujah."
   "Mary Jackson, jump around. Hallelujah."
3. A child may sing to another child.

Variation:
Use in playground

Things to talk about:
1. First and last names; some people have a middle name too.
2. Nicknames

EXPERIENCE: SONGS TO EMPHASIZE ACTIVITIES

Material Needed:
Sand box or other equipment

Things to do:
Teacher improvises songs containing children's names and activity they are involved in, such as:
to "Michael, Row Your Boat Ashore" in Rhythms of Childhood, Folkways Records, FC7653
"Susie's baking a great cake, Hallelujah"
"Johnny's walking alone, Hallelujah"

Things to talk about:
1. Kinds of motor activities
2. Names

Variations:
Observe any motor activity - jumping, skipping, etc. For example, "Hey jump along, jump along Mary," etc. to the tune of "Jim Along Josie," American Folk Songs for Children, Ruth Crawford Seeger, p. 72.

EXPERIENCE: TAPE RECORDER

Material Needed:

1. Tape recorder
2. Microphone

Things to do:

Record singing and use of rhythm instruments such as with "Jingle Bells."

Things to talk about:

1. Experiences the children may have had with a tape recorder
2. How do we know whose voice we are playing on the play-back?
3. Some parts of the recording equipment such as microphone, tape, volume control, switch, etc.

Variations:

1. Record a story with children's responses.
2. Record the use of vocabulary as in identifying members of family.
3. Record a speaking "game," such as "Jack in the Box," or nursery rhymes.
4. Use the tape recorder or records with children singing along.
5. Repeat any of these different songs.

EXPERIENCE: VIOLINS

Material Needed:
None

Things to do:
1. Show picture of a violin.
2. The teacher demonstrates: With each arm motion representing a draw of the bow, the voice pitch moves up one note of the scale while singing "V."
3. When octave is completed move down again singing, "V-V-V-V-V-V-V-V."
4. The group pretends to be violins and imitates teacher.
5. Try echo with teacher "playing" a three note pattern and children repeating it.

Things to talk about:
1. Children's own experiences in hearing violins
2. What's the difference between a "fiddle" and a violin?
3. Listening

Variation:
"Calls and Motives," Our First Music, C.C. Birchard, 1941, p. 189

the vacuum cleaner	mm-mm-mm-mm
the washer	swish, swish
the riveter	r-r-r-r, r-r-r-r
Mr. Carpenter	zz-zz-zz, rat-tat-tat
the lawn mower	whirr! whirr! whirr!

EXPERIENCE: VISITING "ARTIST"

Material Needed:
Willing and talented adult

Things to do:

1. Group discusses who is coming and what instrument will be heard.
2. Children have first-hand experience to hear the instrument played. A very short selection or two is enough for one time. One of these may be something familiar to the children.
3. The children have first-hand experience to see and touch the instrument. Some may have an opportunity to feel the vibrations as the instrument is being played.
4. They may observe preparation before play:
   a. parts of the instrument (if a woodwind)
   b. tuning (if a string)
   c. application of rosin to the bow (if a string)
5. One of the children may express the group's appreciation to the artist for coming.
6. The children may want to share one of their favorite songs with the artist.

Things to talk about:

1. Children's own experiences in hearing artists in person in their homes or on television
2. Audience courtesy
3. Types of instruments being heard that day and some of the parts such as on string instruments - bow, head, bridge, strings, etc.

Variations:

1. Invite a vocalist or an instrumentalist.
2. Invite an older student from the school or community.
3. Check your parent and staff talent.
4. Use folk music from other lands.

Special Adaptation:
Permit the aurally handicapped child to feel the vibration as the instrument is being played.

EXPERIENCE: "WHAT'S THE NAME OF THE SONG"

Material Needed:
None

Things to do:
1. The teacher hums a song familiar to the children.
2. Child either gives the name of the song or sings part of it to show recognition. (For children who are not ready to name or sing the song as a response, teacher may accept his pointing to one of two or three pictures which shows what the song is about. Material needed: Several simple pictures for songs.)
3. A child may have a turn to hum a tune for the others to recognize.

Things to talk about:
1. Listening
2. Softness of humming as compared to singing

Variations:
1. For action songs or rhymes:
   Teacher: Listen to this melody and see if you can show me what the song tells us to do.
   The child may respond by going through some of the representative actions such as jumping or hand movements.
2. Try having children recognize a very familiar song by rhythm alone, such as "Jingle Bells." Use a pencil to tap the rhythmic pattern on the desk or floor.

EXPERIENCE: WHO'S KNOCKING AT MY DOOR?

Material Needed:
Song "Who's That Knocking at My Door?" Music for Early Childhood, Silver Burdett and Co., p. 14

Things to do:
1. A child is chosen to knock (on door, piano, floor, chair, etc.)
2. Teacher and group sing:

All:	Who's that knocking at my door?
Individual child: (knock 3 times)	Who's that knocking at my door?
Individual child: (knock 3 times)	Who's that knocking at my door?
Child:	It's (Mary Lou).

Wait for child who is knocking to reply to question with his own name.

Things to talk about:
1. Identifying self by name
2. Listening to know when to knock
3. Differences in sounds of knocking on varied surfaces

Variation:
Children close eyes and one child goes outside the room (or behind a divider where he is hidden from view). All sing and group guesses who is outside.

"Unless children can experiment, can try things out for themselves, can utilize the scientific method, much of what is valuable in science teaching is lost."

Gans, Roma; Celia Stendler; Millie Almy. Teaching Young Children. New York: World Book Company, 1952. p. 241.

Wherever a child happens to be, there is his laboratory."

Perry, Ruth Davis. Children Need Adults. New York: Harper & Brothers, 1943. p. 55.

EXPERIENCE: AIR EXPERIENCES

Material Needed:
1. Rubber hoses or straws
2. Containers with water

Things to do:
1. Child blows into straw and sees the bubbles in the water.
2. Soap may be added to water. The child blows and observes.

Things to talk about:
1. What is happening, thus helping build new vocabulary
   Teacher: What makes the bubbles?
   Child: I'm blowing them.
   Teacher: What are you blowing into the straw?
   Child: Air.
2. Children's questions, observations, and conclusions
   Teacher: What's inside of those big bubbles?
   Child: Air.

Variations:
1. Go out of doors on a windy day and help children observe what is happening - trees swaying, papers blowing. Class-made kites or crepe paper streamers may also be used to bring the observation of the moving air close to the child.
2. Let children experiment using a plastic cup with cotton or tissue in it, and a bowl of water. They press the inverted cup down into the water and then bring it up. Observe results. The teacher helps children discover why the cotton remains dry.
3. Use a closed shoe box. Make a hole in the side with crepe paper streamers covering the hole. Let children squeeze the box and discuss what makes the streamers move.
4. Children blow up their own balloons, if possible. They pinch opening so that the amount of air escaping changes. Listen for the change in the sound.
5. Have small plumbing plungers for the children to experiment with. They press it on a smooth wall and then try to pull it off. Why is it so hard to take off?
6. This is an area that offers endless variety for experimentation and learning.

EXPERIENCE: ANIMAL OBSERVATION

Material Needed:
Tortoise

Things to do:

1. Tortoise is placed on the ground. Children observe some of animal's characteristics such as walking (stride, pace, placement of feet).
2. Together they help count how many feet; how many toes on each foot. Are they the same?
3. Each child has an opportunity to hold and feel the animal.
4. Teacher may record observations and read them back to the children.
5. Further development might include going to the library for books which might have further information.

Things to talk about:

1. Verbal expression of observations.
   - How does the skin feel?
   - What kind of covering does he have?
   - Does the under part of the shell feel the same as the top?
   - What is different about it?
   - Does the skin of the head feel the same as that of his legs?
   - How many eyes? Where are they?
   - (After offering some lettuce) How does he eat this food?
2. Names of animals, distinguishing features, stages of growth
3. How to handle animals safely
4. How to treat animal so it is not hurt or frightened
5. Care of animal: need for food, water, and suitable shelter
6. Suitable food for the particular animal
7. Need for washing hands after handling animal

Variations:

1. Use other animals such as:

guinea pig	ducks
chicks	white rat

2. Observe the appearance and development of the young of various animals such as:

frogs	butterflies
guppies	guinea pigs

3. Write to The American Humane Association; P.O.Box 1266; Denver, Colorado, 80201, for information on the care of small animals in the classroom.
4. For reference see:
   Catch a Cricket by Carla Stevens, Young Scott Book, undated
   Let's Go Outdoors by Harriet Huntington, Doubleday, 1939

EXPERIENCE: APPLES

Material Needed:

1. Two each of the different kinds of apples such as Pippin, Golden Delicious, Makintosh, Roman Beauty
2. Knife
3. Napkins

Things to do:

1. Examine as to similarities and differences.
2. Wash apples.
3. Cut one of each kind of apple in half.
4. Cut the other one of each kind of apple across to make two halves.
5. Compare and discuss.
6. Divide apples so every child gets a piece of each different kind.
7. Compare flavors and textures.

Things to talk about:

1. Coloration
2. Size
3. Shape
4. Fragrance
5. Names of each kind
6. Number of seeds in pericarp (seed case)
7. Number of pieces needed so each child can have one
8. Children's own experiences

Variations:

1. Use other fruits such as oranges (Florida, Navel, Temple, etc.) Compare as to ease of sectioning, number of seeds, flavoring and thickness of skin.
2. Mix artificial and real fruit in a basket. Discuss how the children could distinguish between the two.

EXPERIENCE: ANIMAL OBSERVATION

Material Needed:
Tortoise

Things to do:

1. Tortoise is placed on the ground. Children observe some of animal's characteristics such as walking (stride, pace, placement of feet).
2. Together they help count how many feet; how many toes on each foot. Are they the same?
3. Each child has an opportunity to hold and feel the animal.
4. Teacher may record observations and read them back to the children.
5. Further development might include going to the library for books which might have further information.

Things to talk about:

1. Verbal expression of observations.
   - How does the skin feel?
   - What kind of covering does he have?
   - Does the under part of the shell feel the same as the top?
   - What is different about it?
   - Does the skin of the head feel the same as that of his legs?
   - How many eyes? Where are they?
   - (After offering some lettuce) How does he eat this food?
2. Names of animals, distinguishing features, stages of growth
3. How to handle animals safely
4. How to treat animal so it is not hurt or frightened
5. Care of animal: need for food, water, and suitable shelter
6. Suitable food for the particular animal
7. Need for washing hands after handling animal

Variations:

1. Use other animals such as:

guinea pig	ducks
chicks	white rat

2. Observe the appearance and development of the young of various animals such as:

frogs	butterflies
guppies	guinea pigs

3. Write to The American Humane Association; P.O.Box 1266; Denver, Colorado, 80201, for information on the care of small animals in the classroom.
4. For reference see:
   Catch a Cricket by Carla Stevens, Young Scott Book, undated
   Let's Go Outdoors by Harriet Huntington, Doubleday, 1939

EXPERIENCE: APPLES

Material Needed:

1. Two each of the different kinds of apples such as Pippin, Golden Delicious, Makintosh, Roman Beauty
2. Knife
3. Napkins

Things to do:

1. Examine as to similarities and differences.
2. Wash apples.
3. Cut one of each kind of apple in half.
4. Cut the other one of each kind of apple across to make two halves.
5. Compare and discuss.
6. Divide apples so every child gets a piece of each different kind.
7. Compare flavors and textures.

Things to talk about:

1. Coloration
2. Size
3. Shape
4. Fragrance
5. Names of each kind
6. Number of seeds in pericarp (seed case)
7. Number of pieces needed so each child can have one
8. Children's own experiences

Variations:

1. Use other fruits such as oranges (Florida, Navel, Temple, etc.) Compare as to ease of sectioning, number of seeds, flavoring and thickness of skin.
2. Mix artificial and real fruit in a basket. Discuss how the children could distinguish between the two.

EXPERIENCE: COLOR EXPERIENCES

Material Needed:

1. Plastic colored discs or colored cellophane
2. Prism
3. Table in sunlight covered with shite butcher paper

Things to do:

1. Children will enjoy looking through various discs and commenting on color changes.
2. Discs may be held to the sunlight and will reflect single colors or combinations on the white paper.
3. Teacher can help children to learn names of the colors they see and note the combinations that occur.
4. Children will enjoy looking through a prism.
5. Read House of Four Seasons, Roger Duvoisin, Lothrop.

Things to talk about:

1. Names of colors, changes when combined
2. How things look when viewed through various discs, descriptive words
3. Books used, titles, authors, etc.

Variations:

1. Pieces of colored construction paper, tin foil, wax paper, cellophane, etc. may be added. With more mature children mention may be made of opaque, transparent, translucent. Children will have familiarity with words, although most will not remember them.
2. Read Color Kittens by Margaret Wise Brown.
3. Laminate colored tissue pieces and note color changes when one color is laid over another. This may be done with liquid starch on shirt cardboards.

EXPERIENCE: ELECTRIC DOOR BELL

Material Needed:

1. Dry cell
2. Two 18" lengths of bell wire (insulated)
3. Electric bell

How to do it:

1. Strip off about 3/4 inch of the insulation and sandpaper the exposed wire to remove lacquer.
2. Twist one end of each exposed wire around the two connectors on the dry cell.
3. Attach the other two wire ends to the bell terminals.
4. Be sure that the wire ends are securely fastened.
5. Set up besides the house-keeping corner as a door bell.

Things to talk about:

1. Children's own experiences with door bells
2. Vocabulary including words such as:
   - dry cell
   - battery
   - circuit
   - bell
   - button
   - terminal
   - wire
   - insulation
   - connector
3. Measuring
4. Uses of electricity at home and in school

Variations:

1. Use the same kind of circuit with a light bulb and socket.
2. Make a circuit to include a switch.
3. Make a simple electromagnet.

EXPERIENCE: FLASHLIGHT

Material Needed:
Variety of flashlights such as pen-light, two-cell standard, three-cell flashlight, six volt pack flashlight, etc.

Things to do:
1. Compare kinds.
2. Turn it on and off.
3. Examine how it works.
   a. Take it apart.
   b. Does it work without the batteries?
   c. Reassemble.
   d. Does it work no matter how it is put together?
   e. Why not?
4. Use to look in dark places.
5. Darken room and compare light cast:
   a. by different flashlights
   b. from distances that vary

Things to talk about:
1. Children's experiences with flashlights
2. Variety of forms
3. Sizes and shapes
4. Name of each kind
5. Name of the parts of each flashlight: bulb, batteries, switch, case, etc.

Variations:
1. Door locks
2. Clocks (supply screw-drivers)
3. Make hand shadows
4. Read The Shadow Book, Beatrice Schenk de Regniers, Harcourt Brace and Company, 1960.

EXPERIENCE: GARDENING

Material Needed:

1. Short hoes
2. Sand Shovels
3. Hand rakes
4. Seeds such as radish, carrot, sweet peas

Things to do:

1. You may want to use Carrot Seed, by Ruth Krauss, book or record, to stimulate interest.
2. Children who are interested do the various stages of preparing as well as the planting: pulling weeds, preparing the ground, putting in the seeds, etc. The activity takes several days.
3. Children have opportunity to observe and meet needs for growing: sunlight and water.
4. Children eat the radishes or carrots
5. A good supplement is Irma Webber's Up Above and Down Below.

Things to talk about:

1. Names for tools used
2. Vegetables the children have eaten or seen
3. Children's own experiences with growing things
4. Size and shape of seeds
5. Parts of plant and parts which are eaten such as root, leaf, etc.
6. Textures

Variations:

1. Grow plants indoors, leaving one in a dark place, one in the sun. Compare.
2. Have children water one and not water another. Compare.
3. Children can each have a wet sponge on which they plant grass seeds. Put their names on each one. They enjoy observing the growth of their own plant. Allow them to take them home after some growth has been achieved.
4. Grow plants from bulbs, cuttings and seeds.
5. The Flower, Mary Downer, Young Scott Publishing Company, 1955
6. Avocado: Supply a seed for each child to be propped in a jar of water with the pointed end up out of the water. Label each jar with the child's name. Observe splitting, root development and growth of the plant. This may be transplanted into a class-made flower pot for a gift to take home.

EXPERIENCE: HEART BEAT

Material Needed:

1. Guinea pig
2. Stethoscope: funnel with rubber tubing

Things to do:

1. Child holds the guinea pig and notes the heart beat.
2. Teacher listens to child's heart beat with her ear.
3. Child listens to another child's heart beat with ear.
4. Child listens to the teacher's heart beat with stethoscope.
5. Child listens to child's heart beat with stethoscope. Is it easier to hear with or without the stethoscope?
6. Child listens to guinea pig's heart beat.
7. Teacher encourages a child to jump (quickens heart beat) and listen to his own heart with a stethoscope.
8. May lead to dramatic play of doctor's examination.

Things to talk about:

1. Listening
2. Speeds of heart beat in quiet and active periods
3. Name of instrument and its use

EXPERIENCE: "JACK IT UP"

Material Needed:

1. Screw type or scissor type jack
2. Car with a "flat tire"
3. A helping father or the custodian

Things to do:

1. The teacher asks if any child can lift the back of the car. They discuss how heavy it is and experiment with joint efforts.
2. They ask the father or custodian to help and note that he is unable to lift it.
3. A child may suggest the use of tools or the teacher can say, "Let's see if there is anything in the trunk to help us." She introduces the jack.
4. The children discuss and examine the tool.
5. The children observe as the tool is attached and the car is raised.
6. The children observe as the spare tire and "flat" are interchanged.
7. The children observe as car is gently lowered.

Things to talk about:

1. Children's own experiences with flat tires
2. Names of tools
3. Comparative weights and efforts
4. Service available at gas stations

Variations:

1. Take a small group to the corner gas station for the same experience. Arrange for the cooperation of the station mechanic before making the trip.
2. Jack up a piece of heavy playground equipment.
3. Observe and put other real tools to use.
   a. Pulley — Lift sand-filled pails in sand-box; use a pulley for the lifting.
   b. Inclined plane — Lift a load to a higher level; use a ramp to move the load to a higher level.
   c. Wheels — Pull or slide a load; put casters or wheels under the load and move it.
   d. Lever — Remove a crooked nail from wood using the fingers; remove the nail using the claw end of a hammer.
   e. Etc.

EXPERIENCE: MAGNET EXPERIENCES

Material Needed:

1. Magnets (bar, horseshoe, etc.)
2. Objects to pick up:
   - paper
   - iron
   - steel
   - aluminum paper clips
   - wood, etc.

Things to do:

1. See what objects magnet will pick up. Teacher helps develop concept, magnet only picks up iron and steel objects by calling to children's attention what it is picking up.
2. Read Mickey's Magnet by F.M. Branley and Eleanor Vaughn, Thomas Crowell Co., 1956.

Things to talk about:

1. Types and shapes of magnets
2. Comparative pull of strength in different magnets

Variations:

1. Children take magnet to a sand box and collect iron particles in the sand.
2. Put iron particles on a dish, place magnet underneath and observe lines of force.
3. Teacher explains natural magnet, lodestone.
4. Children discover wide variety of objects available for their investigation.
5. Count the number of paper clips each kind of magnet will pick up. Compare the strength through use of this tangible evidence.
6. Try to put like poles of two magnets together; feel repelling forces. Turn one magnet around so unlike poles are together; feel attracting forces.
7. Suspend bar magnet horizontally on a string; observe direction of N and S poles when swinging stops.
8. Experiment with magnetic pull through various materials: water, paper, air, wood, etc.
9. Observe iron particles on magnet under magnifier.

EXPERIENCE: MAGNIFICATION

Material Needed:
1. Magnifying glass such as Giant Magnifier on tripod (available from Creative Playthings)
2. Material to examine

Things to do:
1. The child may look at his own hands or examine common objects found in the room.
2. Examine parts of plants, rocks, or bugs found on nature walks or that children bring from home.

Things to talk about:
1. Differences between the way things look with and without magnification
2. Relationships of magnifier to some eyeglass lenses, telescopes, etc.
3. Names of items being explored

Variations:
1. Explore any field glasses, telescope or microscope available.
2. Use and compare variety of hand-magnifiers.
3. Mount hand magnifier on metal retort stands (ring stands). The thumbscrew permits adjustment.
4. See Through the Magnifying Glass by Julius Schwartz.

EXPERIENCE: PUMPKIN

Material Needed:

1. Pumpkin
2. Knife
3. Newspapers
4. Flat shallow pan (like jelly-roll pan)

Things to do:

1. Children may feel, lift and smell the pumpkin. Discuss what might be inside.
2. Cut off top.
3. Children may feel and smell inside of the seed and membrane section.
4. Children help in removing seeds onto the newspaper.
5. Separate seeds from membrane.
6. Approximate how many seeds there are.
7. Count the seeds. Some children may want to taste some.
8. Spread seeds to dry in a pan. (May be slowly toasted in the oven)
9. Taste the seeds. Compare to the texture and flavor of "raw" seeds.

Things to talk about:

1. Size
2. Shape
3. Color
4. Texture
5. Counting
6. Children's own experiences with pumpkins

Variations:

1. Plant some of the "raw" seeds. Plant some of the toasted seeds. Compare.
2. Make pumpkin into a jack-o-lantern.
3. Let the jack-o-lantern sit for several weeks. Cut it open and observe the growth of mold through a magnifying glass.
4. Prepare pumpkin pie filling from "scratch."
5. Use any of these as part of the fall pre-holiday experiences.

EXPERIENCE: TEMPERATURE EXPERIENCES

Material Needed:

1. Thermometer
2. Bowl of warm water
3. Bowl of cold water

Things to do:

1. Children can help explain what a thermometer does.
2. By putting the thermometer into warm then the cold bowl of water, children will see temperature reading go up and down.
3. Other uses of thermometers can be discussed with the children.

Things to talk about:

1. Numerals on the thermometer
2. Generalization of high indication for hot and low for cold.
3. Weather changes
4. Children's own experiences with thermometers at home as in refrigerator.

Variation:

1. Put class thermometer out in the sun, and then the shade. Note the difference.
2. When baking note the temperature setting.
3. Discuss the purpose of the light over the aquarium.

"Everything from the tiniest bug to the largest steam shovel intrigues him. He must look, touch, smell, and, as often as not, taste in his zeal to satisfy his curiosity, to understand what things are and why they are."

Wann, Kenneth D.; Miriam Selchen Dorn; Elizabeth Ann Liddle. Fostering Intellectual Development in Young Children. New York: Teachers College, Columbia University, 1962. p. 54.

The age for the beginning of formal education has often been established as six years. This may have been because children could then be expected to sit still for the traditional "pouring in" kind of education through the "look and listen" methods of teaching. We know that even infants can and do learn actively "all-over" through the use of all of their senses. As all learning is through the senses, the following group of activities focuses on:

Feeling

Hearing

Seeing

Smelling

Tasting

EXPERIENCE: DRESSING BAG

Material Needed:

1. Blindfold
2. Real clothing such as sweater, coat, pair of pants, T shirt, lacing shoe and lace

Things to do:

1. The child is blindfolded.
2. He is then presented with an item of clothing.
3. If it is a T shirt, he is to find the arm holes or neck hole as directed. The child is to find the buckle and holes on a belt. A pair of pants may be explored for belt loops and zipper. A sweater can be explored for its top button or botton button hole. Present a jacket and see if the child can find the zipper. A shoe can be felt to find its eyelets and laces.
4. If the child fears the blindfold, he can attempt the task with a screen or box hiding the item from view.
5. The child tries to fasten the item of clothing while blindfolded.
6. Finally the blindfold can be removed and the visual sense employed together with kinesthetic and tactile senses reinforces his learning.

Things to talk about:

1. Labels for articles of clothing and their parts
2. Textures
3. Number of buttons, belt-loops, shoe eyelets, etc.
4. Sound of zipper as it is opened and closed

EXPERIENCE: FEELING TO SEE

Material Needed:

1. Cloth bag with elastic or drawstring closing
2. A starfish

Things to do:

1. Teacher: What do we use to see with?
   Child: Our eyes.
   Teacher: Does anything else help us to see? If you couldn't see would you be able to use something else to help you find your way?
   Child: Your hands.
   Teacher: Right, with your hands you are going to try to "see" what is in this bag without opening the bag. You will feel what it is through the bag. Be sure you feel all of the object that is in the bag.
2. The teacher passes a cloth bag in which an object is hidden. The bag is closed.
3. The bag is passed from child to child. Each child feels what is in the sack. For very young children have them whisper the answer to the teacher who writes it down. For older children, as each child guesses, write it on the board. After all have guessed, open the sack and remove the object.
4. How many were right? How many felt only a part of the object? Discuss the need to feel the whole object or one may be fooled.

Things to talk about:

1. Sense of feeling and cues it gives
2. Textures
3. Number of tentacles on the starfish
4. Following directions

Variations:

1. Have the child put his hand inside of the bag.
2. Use toys such as an airplane, boat, ball, etc.
3. Use a variety of boxes with lids, each box containing a common item to be identified:
   Screw-type plastic medicine bottle - zipper
   Snap-on lid and plastic bottle - thimble
   Hinge-type lozenge box - penny
   Typewriter ribbon box - paper clip

EXPERIENCE: SEA SHELL HUNT

Material Needed:
1. Sand box
2. Shells
3. Paper bags

Things to do:
1. Prior to the experience, the teacher "plants" some shells under the sand.
2. "Let's pretend we are at the beach. What do you think we might find in the sand? Let's dig with our hands and perhaps we'll find some treasures."
3. When the children find the shells, they examine them and put them into their own bags.
4. Visit the library to find books on the subject of shells.
5. Compare real shells with pictures of shells.
6. The shells may be used in a beach collage.
7. The children may classify the shells as smooth or rough.
8. Encourage and record verbal descriptions of the experience.

Things to talk about:
1. Any past beach experiences the children have had: sand, finding shells, building sand castles
2. Verbal expressions about size, shape, color, texture
3. The library as a resource

Variations:
1. Nature walk to collect leaves
2. Nature walk to collect seed pods
3. Use a sand table, sometimes, if available.
4. Have a set of Ed-u-Cards "Sea-Shells" for older children. Match with available shells, reference, etc. ($1.00 per set of 54 full-color cards)

Special Adaptation:
1. For the physically handicapped, use a sand table if the child cannot be put down to the sand box.
2. In the standing table use a large pan of sand and strainer so the child can sift out small shells.

EXPERIENCE: SORTING GEOMETRIC FIGURES

Material Needed:

1. Five heavy cardboard squares 3" X 3" per child
2. Five heavy cardboard circles 3" diameter per child
3. Blindfolds

Things to do:

1. Have the child feel the edges and corners of the square - emphasize the points on each edge.
2. Have him hold the square by one corner and feel around the edge to count the corners.
3. Have him feel the smooth, continuous roundness of the circle.
4. Contrast the two.
5. Have him separate the two groups by feel.

Things to talk about:

1. Shapes
2. Number of corners or sides

Variations:

1. Use commercial parquetry blocks. Sort by squares and triangles and later by diamonds and half-diamonds.
2. Mount a cardboard square on a large cardboard. Cut a matching cardboard square into two triangles. After the manipulating, putting the two triangles together, the child may glue them on top of the corresponding square.
3. Use nested blocks or kegs which can be inverted for stacking into a tower. Reverse process and nest back together. (At Easter time, nested eggs are available and may be used the same way.)

Particularly Valuable:

1. For the brain-injured children who need to reinforce form concepts
2. For blind children

EXPERIENCE: TACTILE DISCRIMINATION

Material Needed:

1. Varied three-dimensional objects such as a key, ball, flat rock
2. Box

Things to do:

1. Place one object at a time in a box (The child does not see this.). Cover. Have opening at one end of box so each child can put his hand in and feel the object.
2. What do you think it is?
3. Why do you think it is a key? (The child verbalizes reasons by describing what he feels.)
4. The child takes out the key and visually reinforces his tactile observations.

Things to talk about:

1. Textures
2. Cues given by touch
3. Shape

Variations:

1. Use items such as feather, nail, screw, sandpaper.
2. Play the game "I See...." Child describes one of four objects on a table. He chooses a child to guess what it is. If correct, this child has a turn.
3. Read the book Find Out by Touching, Paul Showers, Crowell, 1961.
4. Read Can You Guess? by Leonore Klein, Wonder Book, 1953.
5. Read "Soft Things," Vivian G. Gould.

"I love soft things
So very much!
Soft things to feel;
Soft things to touch.

"A cushioned chair,
A furry muff,
A baby's cheek,
A powder puff.

"A bedtime kiss,
A gentle breeze,
My puppy's ear,
I love all these."

EXPERIENCE: TACTILE SORTING

Material Needed:

1. Three shallow boxes or baskets
2. Two kinds of items for sorting by shape (such as square and round buttons)

Things to do:

All the items are in one container and the children try to separate them into the other two boxes according to the shape.

Things to talk about:

Comparative sizes and weight

Variations:

1. Same activity, blindfolded
2. Classify rocks into smooth and rough.
3. Classify shells into smooth and rough.
4. Sort by weight.
5. Sort by size.
6. Use the sense of feeling and touching for exploring in many areas both in the classroom and out of doors. Use descriptive words and naming. Fabric texture is a good example:

corduroy	angora
satin	velvet
silk	plastic
grograin ribbon	lace

7. Read My Five Senses by Aliki, Thomas Crowell.
8. Read The Touch Me Book by Pat and Eve Witte, Capitol Publishing Co., Golden Press Distributors, 1961. Children will enjoy this book on the "reading" table.
9. Read What Is Your Favorite Thing to Touch? by Myra Gibson, Grossett and Dunlap, 1965.

EXPERIENCE: AUDITORY DISCRIMINATION

Material Needed:
Musical instruments or noise makers such as a drum and bell or two different bells

Things to do:
1. The teacher has two sound makers or instruments such as a drum and a bell. She names them and demonstrates the sounds made by each.
2. The child covers his eyes and listens to one of the sounds.
3. The child tells which one was used to make the sound. Encourage him to name the instrument.
4. A child from the group may do the sound making while the others guess.
5. More difficult would be to use two bells, one with a high sound and one with a low sound (cowbell and tiny Christmas bell).
6. Use bells closer in sound quality to increase difficulty of discrimination.

Things to talk about:
1. Names of instruments being used
2. How sound is made: shaking, striking, etc.
3. Gross differences in pitch

Variations:
1. Teacher places three (or more) noise makers on the table. She describes, names, and sounds each one. The teacher covers the objects from class view, then sounds one of them. Individual children try to tell which object was sounded. If a child's guess is correct, he may sound the next object to be guessed.
2. Have a child tap an object in the room and another child tries to guess whether it was metal or wood. For example,

waste-paper basket	metal
desk	wood
window-sill	wood
chair bracket	metal

3. Children close their eyes. One child hides a loud-ticking clock in the room. The children try to locate clock by listening to the ticking. A wind-up timer is also suitable.
4. Play a game "Same or Different?" The teacher says two words and the child listens to determine whether they are the same or different (bag - beg).

EXPERIENCE: BIG BANG, LITTLE BANG

Material Needed:
Objects which may grossly differ in sounds when dropped such as keys on chain, single key, wooden block, wad of crumpled newspaper, chalk eraser

Things to do:
1. Place several objects on the table and drop them one by one with the children watching.
2. The teacher shuts her eyes and a child drops one object. The teacher guesses what has been dropped.
3. After two or three times and some wrong and right guesses a child will want to guess.

Things to talk about:
1. Talk about soft and loud sounds in the room using comparative words (such as softer, softest, louder, loudest, etc.)
2. Effect of height on sound made

Variations:
1. Drop an object from high or low and the children try to distinguish height.
2. Read Shhh, Bang by Margaret Wise Brown, Harper and Row, 1943.

EXPERIENCE: BIG GRAY PUSSY CAT

Material Needed:
None

Things to do:
1. Children learn poem with teacher.
2. Recite poem in a group with or without the teacher.
"A big gray pussy cat, pussy cat, pussy cat,
A big gray pussy cat sat in the house.
A big gray pussy cat, pussy cat, pussy cat,
A big gray pussy cat jumped at a mouse."
a. Say with loud (outside) voices.
b. Say with soft (inside) voices.
c. Say with a whisper.
d. Say with no voice (use lips only).
3. When using lips only, use a loud voice on the word <u>mouse</u>.

Things to talk about:
1. Listening
2. Differences in sound when whispering

Variations:
1. Jack-in-the-box games with children crouching low until they hear the word "Pop"
2. Sing "Pop Goes the Weasel." Children clap on "Pop."

EXPERIENCE: CHALK SOUNDS

Material Needed:
1. Hard chalk
2. Chalk board
3. Shirt cardboard

Things to do:
1. Teacher demonstrates to children the sound which is produced by chalk on a chalkboard. Teacher demonstrates short and long strokes with the chalk. The children watch and listen.
2. The children close their eyes and the teacher makes strokes for them to guess. She covers what she has drawn with a cardboard. After guessing, "long or short," the cardboard is removed for checking the correctness of the response.

Things to talk about:
1. Listening
2. Differences in sound between short and long strokes
3. Number

Variations:
1. Teacher makes strokes, covers, and children guess how many, for example, "one short and two long strokes."
2. For more difficult discrimination, the teacher draws a circle or a square. Difference in the two sets of sounds are noted. Children close their eyes and guess if the teacher has drawn a circle or square.
3. Additional things to draw after children have learned what sound each item makes:
   a. circle - swimming pool, square - sandbox, swing
   b. Weather symbols may be used and the children try to discriminate which weather symbol they hear being drawn.

sun
rain
cloudy

EXPERIENCE: COLOR ASSOCIATION

Material Needed:

1. Poems
2. Differently colored squares of construction paper

Things to do:

1. Each child has some squares of colored construction paper.
2. The teacher reads a poem or story that has different colors mentioned.
3. Each time the teacher reads the name of a color, a child with the appropriate color holds that square up for the others to see.

Things to talk about:

1. Colors
2. Listening
3. Poems used

Variations:

1. Hailstones and Halibut Bones, Mary O'Neill and Leonard Weisgard
2. "My Bunny," Big Picture Book, Romney Gay

"Guess who hops wherever he goes?
Wiggle, wiggle goes his nose.
His ears are pink. His tail is funny.
Can you guess? It's my bunny."

3. "Pigeons," Big Picture Book, Romney Gay

"Pigeons make a cooing sound
As they walk around and 'round
On their pretty purple feet,
Hunting little things to eat."

4. "Little Black Bug," Another Here and Now Story Book, Margaret Brown, E.P. Dutton and Company, 1937

"Little black bug,
Little black bug,
Where have you been?

"I've been under the rug,
Said the little black bug,
Bug-ug-ug-ug.

"Little green fly,
Little green fly,
Where have you been?

"I've been way up high,
Said the little green fly,
Bzzzzzzzzzzzzzzzzz."

EXPERIENCE: LISTENING

Material Needed:

1. Small bells
2. Scarf to attach bells to child
3. Blindfolds for children who will tolerate them

Things to do:

1. Thread several bells on each scarf, one on each ankle of a child.
2. Have him walk around the room.
3. When called, the blindfolded child is to get up and find the belled child.

Things to talk about:

1. Listening
2. Differences in walking rhythms

Special Adaptations:

1. For the fearful blind child who is not very mobile it may be played outdoors.
2. All blind children are seated together on a bench. The teacher stands a few feet away and rings a bell as she calls a child's name. The child is to walk to the teacher; when he succeeds he may be taken to play on a favored piece of equipment.
3. The blind child who can walk, but fears to do so alone may need to be led to the source of the sound by an assistant teacher or older child a few times before he is expected to walk in that direction by himself. The distance he is expected to walk should be gradually increased from a few steps to a few feet.
4. The wheel chair bound blind child may reach out with his hands toward the direction of the sound and try to reach the bell ringer.

EXPERIENCE: "LITTLE DUCK"

Material Needed:
None

Things to do:
1. Child is chosen to be the "hunter" in the game. The hunter stands or sits in the front of the room with his back towards the others (or his eyes shut).
2. All the other children are the "ducks," scattered around the room.
3. The teacher points to one child in the group who then says, "Quack, quack."
4. The hunter listens to determine the direction of the sound. He points in that direction and "shoots" the duck, "Bang."
5. Give two tries.

Things to talk about:
1. Hunting
2. Listening

Variations:
1. One child may be the retriever and bring the quacking duck back to the hunter.
2. The children sit with their eyes closed. The teacher touches one child, and this child can make any sound he or she wants. The others have to identify the child making the sound.
3. Thread several bells on a scarf and tie around a child's ankle. This child walks around the room. When called, a blindfolded child is to get up and find the belled child.

Particularly Valuable:
For the visually handicapped

EXPERIENCE: LOOK AND LISTEN

Material Needed:
Four toys from the room such as a:
block
doll
car
drum

Things to do:
1. Line up the articles in a row so the children can see them.
2. Pointing to the articles from left to right name them as the children look and listen.
3. Name the articles again but make an apparent mistake such as "block, doll, car, horse."
4. The child raises his hand as soon as he hears the mistake.

Things to talk about:
1. Listening
2. Names of articles
3. Number
4. Categories

Variations:
1. The child who catches the mistake may have the next turn to name the articles.
2. Change articles.
3. Use pictures in place of articles and line them up on the chalk board ledge or on a flannelboard.
4. Behind a cardboard, line up the related articles (all toys) and include something like a spoon. The child must name the item that does not fit.

EXPERIENCE: PARROT TALK

Material Needed:
Two paper bag puppets: parrot and some other such as an owl

Things to do:
1. Teacher discusses with the children that parrots like to repeat everything they hear.
2. The teacher says something and asks all of the class to repeat like parrots, i.e.,
   Teacher: Good morning.
   Class: Good morning.
   Teacher: How are you?
   Class: How are you? (etc.)
3. The teacher introduces the two paper bag puppets. She uses the owl and selects a child to be the parrot.
4. Two children may play the game.

Things to talk about:
1. Children's own experiences with talking birds
2. Focus on listening to the teacher's voice and to own in repeating

Variations:
1. Play "Echo." Begin with a single word and build up to a full sentence. It's sometimes fun to include nonsensical words such as parts of verses in A Nonsense Alphabet by Edward Lear.
2. Play "Echo" by having one child tap a series of sounds on the floor. Another child then responds by tapping the same series but more softly. This game may be started very simply with two consecutive taps. More complicated series may include rests between sets of taps.

EXPERIENCE: RHYMING WORD SELECTION

Material Needed:

1. Pictures
2. Pocket chart

Things to do:

1. Place several pictures in the pocket chart.
2. The teacher holds up a picture which rhymes with one of the pictures in the pocket chart.
3. Teacher: Can you find something that rhymes with mitten? (holding up a picture of a mitten)
   Child: Is it a kitten?
   Teacher: Yes, it is a kitten.
4. The child removes the picture of the kitten from the pocket chart.
5. The game continues until all the pictures have been removed.
6. For more mature children, use pictures with labels.

Things to talk about:

1. Listening
2. Words that have the same endings
3. Nursery rhymes with which children are familiar

Variations:

1. The teacher recites a short poem and the children supply the missing rhyme.
2. Play a game with the teacher saying a word. The children listen; she says two more words and the children raise their hands or clap on the one that rhymes.
   Example:
   Teacher: Hat (wait), house, cat.
   The children raise their hands on "cat."

EXPERIENCE: SECRETS

Material Needed:
None

Things to do:
Children love "secrets" and will enjoy this game the purpose of which is to make expressive language enjoyable.

1. The adult whispers something in the child's ear such as, "We have ice cream for lunch today." It need not even be anything which is special - just to have him attend and try to have him tell you a "secret" in return.
2. Accept any kind of expression as a "secret" and enjoy it together with an exchange of knowing looks and laughter.

Things to talk about:
1. Need for listening
2. Need for speaking clearly

Variations:
1. Play a game with a small group. The teacher whispers something to the first child who repeats it to the second and so on until the last child who announces it to the group.
2. Play the same game with the teacher whispering the secret of what is in the bag. The last child may open the bag and show the others to check if what he heard is the same.

EXPERIENCE: SOUND CANS

1. Four coffee cans of identical size, shape, and label
2. Four snap-on plastic lids
3. A small block, a piece of clay, a piece of cotton, and $\frac{1}{4}$ cup of sand

Things to do:

1. The children help fill the four cans - one with sand, one with the cotton, one with the clay, and one with the block - so they can feel all the items.
2. One can at a time is closed with the lid and examined by the child.
3. When all the lids are on, the cans are shuffled and the children guess what is in each can by hearing them as they are shaken.

Things to talk about:

1. Comparison of weights
2. Comparison of sounds
3. Description of material as it is being placed in the cans

Variations:

1. Use sound boxes made in groups of two from 35 mm. film cans. For example, fill two with water, two with bells. The children match the sounds.
2. Keep the lids off and the children may distinguish what's inside by feeling without looking.

EXPERIENCE: SOUND DISCRIMINATION

Material Needed:

1. Picture of a cow
2. Picture of a lamb

Things to do:

The teacher tells a story about a farmer who lost his cow and lamb (holding up pictures of the cow and lamb). "It was dark so he couldn't see and had to use his ears to find them. He heard a sound and didn't know if it was a cow or a lamb. What do you think it was? Let's see if you can help me find the cow and the lamb." Let a child choose one of the pictures without letting the others see it. He makes the identifying sound and asks the group, "Is it a cow or a lamb?"

Things to talk about:

1. Children's own experiences with lost pets
2. Listening
3. Sounds made by various animals

Variations:

1. Use a variation of the same story using different animals.
2. Use Sounds of Animals, Folkways Records FPX6124, for audible communication of zoo and farm animals.
3. The children dramatize a story about a little lamb being lost. The farmer hears other sounds made by the children but keeps on searching (with his ears) until he finds his lamb.

EXPERIENCE: TAPE RECORDER, SOUNDS

Material Needed:

1. Tape recorder
2. Microphone

Things to do:

1. During a regular classroom day the teacher may occasionally turn on the tape recorder and record familiar sounds such as
   a. bell ringing
   b. water running
   c. children singing
   d. sound of a rhythm instrument
   e. opening and closing of a door
   f. coughing or sneezing of a child
   g. children playing outside
   h. person walking who has leather heels or taps on shoes, etc.
2. The recording is played back for the children who identify the sounds.

Things to talk about:

1. Variety of sounds in the room
2. Listening
3. The tape recorder and names of various parts: microphone, reels, speaker, volume control, etc.
4. Children's own experiences with recording
5. Identifying sounds of animals, etc. on recordings children hear in the classroom

Variations:

1. A more advanced step is to record the above sounds with emphasis being placed on conversational speech. The children guess who is talking.
2. Find pictures that are associated with the sounds and the children may choose the corresponding picture to identify the sound.
3. The recording is played back for the children and children identify the sounds they hear.

EXPERIENCE: TAPE RECORDER, VOICE

Material Needed:

1. Tape recorder
2. Microphone

Things to do:

1. Establish guidelines for recording such as
   a. placement of microphone
   b. voice volume
   c. speed of speaking
2. It is not necessary that every child have a turn on the same day. Play back the recording and let the children try to identify the child from the description and the voice.
3. After the child has had experience with the recorder, he may describe himself. A mirror may be helpful so he can see himself and what he is wearing. Later the recording is played and the children try to guess the riddle of who was speaking.
4. Two children may have a conversation which is recorded. This may occur during play and on playback children will try to guess where the episode took place.

Things to talk about:

1. At first the teacher may have to question the child to get a response.

   Teacher: "How old are you, little boy?"
   Child: "I'm five years old."
   Teacher: "What color pants do you have on today?"
   Child: "Blue."
   Teacher: "What color hair do you have?"
   Child: "Black."
   etc.

2. Listening

EXPERIENCE: "TICK TOCK"

Material Needed:

1. Clock
2. Wrist watch
3. Box

Things to do:

1. Have the clock in the box. See if the children can guess what is in the box.
2. Sing a song or say in rhythm:
   "Big clocks make a sound like tick, tock, tick, tock.
   Small clocks made a sound like tick-tock, tick-tock, tick-tock, tick-tock.
   And the very tiny watch goes tick-tick-tick-tick," etc.

Things to talk about:

1. Children's own experiences with clocks and watches
2. The sound the electric wall clock makes as the hands move from one numeral to the next
3. Time for various activities indicated on the clock such as both hands straight up on the twelve for lunch time
4. Different kinds of timepieces

Variation:

Have children close their eyes and guess which clock is near their ear. Put it into a cloth bag so that they can't see it and need to use the aural clues.

EXPERIENCE: "WHAT DO YOU HEAR UNDER THE TABLE?"

Material Needed:

1. Musical instruments or household items which make noise
2. Blindfold, if desired

Things to do:

1. Blindfold the child or have him close his eyes while the teacher hides her hands underneath the table.
2. The teacher then makes varying sounds, such as crumpling paper, jingling keys, rapping the table, opening or closing a zipper, ringing bells, beating a drum, etc.
3. Have the child try to identify the sound.

Things to talk about:

1. Listening
2. Children's own experiences with toys that make sounds
3. Names of items used
4. Loudness or softness of sounds heard

Variations:

1. Have duplicates of the item used on the table. The child chooses the item which duplicates the sound he has heard.
2. Sounds of Christmas: bells
   music box with favorite carol
   tissue paper being crinkled
   toys: nana doll, Jack-in-the-box, drum, etc.

EXPERIENCE: WHAT MADE THE SOUND?

Material Needed:
Matching objects such as telephones (dialing sound), large bells, small bells, sticks or wood blocks, crushed tissue paper, rattle, ballpoint pen (click), cricket

Things to do:

1. The teacher places five or six objects in front of a screen. She has the same objects on her side of the screen out of view of the children.
2. The teacher crinkles the paper on her side of the screen, and asks the children, "What do you think made that noise?"
3. A child replies and is asked to come and demonstrate how the noise is made on the matching object.
4. Ask the rest of the group if the child has made the correct response.
5. A child may act as the teacher.
6. As the children become more skilled, use objects that have similar sounds.

Things to talk about:

1. Listening
2. How sounds are made (shaking, striking, etc.)
3. Number of objects

EXPERIENCE: WHAT'S GOING ON?

Material Needed:
None

Things to do:

1. There are many things to hear in the classroom, if we take and give the time for children to listen. Some of these things are the
   a. sound of the rain
   b. wind blowing
   c. sounds of children outside
   d. people walking in the halls (children soon recognize the differences in sound of footsteps)
   e. pecking sound the chicks make as they peck for bits of grain
   f. sound that goldfish make as they open their mouths in the water
2. On an outdoor walking trip there are many others.
   a. an airplane flying overhead, a helicopter flying overhead (Note the difference in sound.)
   b. children walking on dry leaves
   c. birds chirping
   d. traffic sounds
   e. insects buzzing
   f. the scurrying sound the guinea pig or rabbit makes as it moves from one side of the cage to another

Things to talk about:

1. The many things and sounds in our environment
2. The differences between the kinds of sounds heard in different places
3. The need for listening

Variations:

1. One teacher brought a bag of dry leaves from her home and spread them in a corner of the yard. The children crunched them in their hands.
2. Use books such as
   Crunch, Crunch, Ethel and Leonard Kessler
   Do You Hear What I Hear? Helen Borten
   The Noisy Book, Margaret Wise Brown
   Indoor Noisy Book, Margaret Wise Brown, also The Quiet Noisy Book, Country Noisy Book, Seashore Noisy Book

EXPERIENCE: "WHO'S THERE?"

Material Needed:
None

Things to do:
1. One child is "it." He hides his eyes while sitting on a chair.
2. The teacher points to a child in the group whose name is to be used.
3. Each child gets a turn to knock on the back of his chair or the floor.
4. "Who's there?" says "it."
5. "It is Mary." "No, it is not Mary," says "it."
6. The children take turns until "it" recognizes Mary's voice.
7. The child who really is Mary becomes "it."
8. Another name is then chosen from the group.

Things to talk about:
1. Listening
2. Children's own experiences in recognizing voices of mother, father, siblings, etc.
3. Children's own experiences in recognizing signals of ice cream truck, bakery truck, etc.

Variations:
1. Several children may stand behind the piano (or other barrier). One is to make a statement and the group tries to select the speaker.
2. Who Called You?
   The children sit in a circle.
   One child sits in middle with his eyes shut.
   Another child calls his name and he is to guess who is calling him.

EXPERIENCE: COLOR CAR GAME

Material Needed:

1. Eight small plastic or metal cars in four colors
2. One toy garage with four stalls painted inside with colors corresponding to the cars (The garage may be made out of shoe boxes.)

Things to do:

1. This may be an individual game with a child parking cars of similar colors in the correct garage stalls.
2. The children can be gathered around a table on which all eight cars are parked. Call on a child, point to a car, and have him name the color. He might need the teacher to ask, "Is it blue?" and answer by nodding or shaking his head.
3. The "parking attendant" may direct the child verbally, "Park the blue car in the blue garage."

Things to talk about:

1. Colors of cars children have seen such as family cars
2. Children's own experience distinguishing colors of vehicles such as mail trucks, fire engines, etc.
3. Number of cars in the game

Variations:

1. A small group of children could be given lap boards and a car. If two cars are given a child, have them contrast in color. Hold up a color strip. The child who has that color may move it across his board. If he has two cars, check to see that he moves the correct one.
2. Change the directions by mixing car and garage colors such as "Put the yellow car in the red garage."

EXPERIENCE: COLOR CIRCLE MATCHING

Material Needed:

1. Shoe box with slot
2. Sets of circular cards in various colors - one set for each child, one set for the leader (Start with three cards.)

Things to do:

1. The leader draws a card from his set, holds it up and shows it to the group.
2. If they have a matching card, they name the color and may put it in the box. The first child to match and discard all the cards in his hand may be the new leader.
3. The teacher may reinforce color and shape learning by commenting, "Yes, that is a green circle," as the child holds his card up against the master card.

Things to talk about:

1. Colors of children's clothing
2. Number of cards each child has
3. Children's own experiences with sets of distinguishing colors such as red, white, and blue (flag) or red, yellow, and green (traffic signals)

Variations:

1. Further shapes and colors may be added later, as children learn to recognize them. (This would be introduced after much work had been done with concrete objects - for example, colored balls, colored stacking disks, beads, pegs, and form boards. Shapes would have been introduced through the use of blocks, balls, and wheels.)
2. Teacher may display a set of colored discs. She may mention the name of a holiday and the child chooses the colors usually associated with it.

   Examples:

Valentine day	pink, white, red
Halloween	orange, black
Christmas	red, green

EXPERIENCE: COLOR MATCHING

Material Needed:
1. Bean bags in different colors and prints
2. Swatches of cloth, paper, felt, oilcloth, plastic, etc. to match the bean bags

Things to do:
1. The children manipulate and match the bean bags with the swatches.
2. Pin the swatches on the children and let them take turns throwing the bean bags to those wearing the same color. Make a game of this.
3. The child calls out the name of the color and person to whom he will throw the bean bag.

Things to talk about:
1. Designs of fabrics covering bean bags such as flowered, striped, checked, solids, etc.
2. Differences in appearance and feel of different fabrics

Variations:
1. The children find and tear out pictures from old magazines and may sort them into corresponding color boxes. Make a class color book using the torn-out pictures.
2. Make a lotto game with various colors and shapes for the children to match.
3. Use individual flannel boards and cut pieces to be matched in color and/or shapes.
4. Children may match buttons from a button collection as to color.
5. Let children make a collage matching colors. Label finished product such as "Red Collage" by Raymond Romero.
6. Read Color Kittens by Margaret Wise Brown.

EXPERIENCE: DISCRIMINATING DIFFERENCES IN SIZE

Material Needed:
None

Things to do:
The teacher calls to the children's attention anything within their environment that they can readily see, including size differences in the children themselves.

Things to talk about:
1. Use words such as
big
little
small
large
tall
taller
tallest
as big as
(etc.)
2. Terms of measurement

Variations:
For children who are familiar with size differences, the teacher can use concrete objects whose names denote differences in size such as
quart
pint
cup
(etc.)
The child hears and learns to call things by their correct names.

EXPERIENCE: GUESSING GAME

Material Needed:
None

Things to do:
1. The teacher may say, "I see someone with a red ribbon on. Can you guess who it is?"
2. If there is no reply, she may try, "Does John have a red hair ribbon on?"
3. At first, accept a shaking of the head as a response and continue with, "No, John doesn't have a red hair ribbon on. Boys don't wear hair ribbons."
4. Continue until you come to the child who is wearing the red hair ribbon. "Does Mary have a red hair ribbon?" Wait for the child's reply.
5. Other questions might be like, "What color is Mary's ribbon?"
6. Encourage expressive language.
7. A child may ask the questions for the others to guess.

Things to talk about:
1. Colors of children's clothing
2. Differences between clothing worn by boys and girls
3. Similarities of clothing worn by boys and some generalizations which may be derived

Variations:
1. Read books that encourage visual awareness such as:
   Where's the Bunny? Ruth Carroll, Oxford University Press, 1950
   Inch by Inch, Leo Lionni, Astor Book, 1960
   Snail, Where are You?, Tomi Ungerer, Harper
   Play With Me, Marie Hall Ets, Viking
   Do You See What I See?, Helen Borten, Abelard, 1959
2. Have one child go out of the room. Two children are chosen to change places. When the child returns to the room, he is to tell who changed places.

EXPERIENCE: ONE, TWO, THREE! WHAT DID YOU SEE?

Material Needed:

1. Empty box, without a lid
2. Common articles such as hair brush, comb, toothbrush, soap, etc.

Things to do:

1. The children close their eyes while the teacher places one item on the table or floor and covers it with the inverted box.
2. The children open their eyes. The teacher removes the box and says, "One, two, three!" (She replaces the box.) "What did you see?"
3. The child who tells what he saw has the next turn to select an item to hide under the box.

Things to talk about:

1. Attending
2. Categorizing such as "grooming articles" for items involved
3. Colors
4. Shapes
5. Sizes

Variations:

1. Use other articles.
2. Use geometric shapes on a magnet board and cover with a cardboard.
3. Use the same item in different colors. The children tell the color.
4. Use the same item in three sizes and the children tell whether it is the smallest, middle-size, or the largest.

EXPERIENCE: PEEK BOX

Material Needed:

1. Shoe box with cellophane or Saran Wrap window on one end
2. Toys or common objects in a bag

Things to do:

1. Hide an object in the box.
2. Have the child look through the window and name the object saying, "I see a _____."
3. The child may take off the lid and remove the object to show the others.
4. The child may now choose an item from the bag to "hide" in the peek box.

Things to talk about:

1. Verbal "pictures". Encourage more descriptive sentences: "I see a blue car with yellow wheels."
2. Encourage the children to use sentences instead of single words.

Variation:

1. Child gives verbal description of object he sees without naming it and children guess what it is.
2. Use set of pictures of events with which children are familiar.

EXPERIENCE: PEGBOARD GAME

Material Needed:

1. Pegboard
2. Colored pegs - red and blue to start
3. Two pans - a few red pegs in one, a few blue pegs in the other

Things to do:

1. The child sorts the pegs according to color on opposite sides of the pegboard.
2. Mention the name of the color as he works.
3. Gradually increase the number of colors until red, green, yellow and blue are represented.

Things to talk about:

1. Verbalize what is being done
   a. colors being used
   b. length of lines formed
   c. direction of placement
   d. position on the pegboard
   e. shapes formed
2. Number of pegs used

Variations:

1. Add jersey loops in matching or contrasting colors. The children stretch the loops over the pegs to form designs.
2. The teacher makes a simple design on one side of the board and the child duplicates the pattern on the other side.
3. The teacher may provide a paper model of the design made by coloring dots on corresponding graph paper. The child duplicates the design with the colored pegs.

EXPERIENCE: PICTURE MATCH

Material Needed:
1. Boards with a simple picture pasted on each one
2. Identical pictures cut into two parts

Things to do:
1. The child is given a board.
2. He is then given the component parts which he must place on the proper section of the picture.
3. Complexity may be increased by cutting the pictures into more parts.

Things to talk about:
1. Encourage discussion
2. Names of articles in pictures
3. Shape of pieces

Variations:
1. Use commercial picture lotto games.
2. The children match pictures of things that go together such as:

comb	brush
cup	saucer
table	chair
hammer	nail

Encourage discussion and naming.
3. Collect fabrics with interesting prints. Kitchen towels are a good source. Have corresponding realia so children can place them on the matching pictures or designs.

Special Adaptation:
For the visually handicapped use concrete articles in a box or basket. The child examines each one individually then tries to match the items that go together.

EXPERIENCE: PICTURE PUZZLES

Material Needed:
Simple picture puzzles

Things to do:
1. Use two identical puzzles. Have the child find the piece corresponding to the one you have in your hand. He matches it to check the correctness of the choice and then puts it in his puzzle. (The backs of the puzzles may be marked with felt pen for easy separating of mixed pieces.)
2. Sit with the child working with the puzzle. Give him time, encouragement and verbal guidance when needed.
3. The child rebuilds the puzzle by himself.

Things to talk about:
1. Shape of pieces
2. Location of pieces on puzzle board form
3. Number of pieces

Variations:
1. Use wooden inlay puzzles of increasing difficulty.
2. Use story sequence puzzles such as those made by the Judy Company called "See-quees".
3. Make your own puzzles using appropriate illustrations.
4. Use a coffee percolator as a puzzle. A hand turned meat grinder also makes an interesting and challenging puzzle.

EXPERIENCE: SELF PORTRAITS

Material Needed:

1. Heavy brown wrapping paper or butcher paper (about 3')
2. Crayon or chalk
3. Mixed tempera and brushes
4. Aprons

Things to do:

1. A child lies down on the paper on the floor, legs and arms open, and the teacher silhouettes his body by drawing around it with chalk.
2. The child paints the figure according to what he is wearing, i.e. blue pants, red shirt, brown shoes. Noting of detail usually increases with maturity.
3. The child cuts around the form when it is dry.
4. Figures may be hung on the bulletin board and the children guess who each one is.

Things to talk about:

1. How the silhouette looks
2. Attention to details of clothing being worn
3. Color choices and mixing to correspond to clothing worn
4. Comparison of size of the figures

Variations:

1. The teacher may cut the figure at the joints: knee, thigh, elbow and neck and join them back together with paper fasteners so that the figure can be moved.
2. The children may paint the figures according to what they'd like to be wearing.
3. One child may do the outlining for another.
4. Both sides may be painted with a different expression on each side such as happy and sad.

EXPERIENCE: SHAPES

Material Needed:

1. Drum
2. Sand blocks
3. Triangle
4. Rhythm sticks

Things to do:

1. The teacher calls attention to the shapes of various instruments such as circle (drum), triangle, rectangle (sand blocks), line (rhythm sticks).
2. The teacher calls attention to the shapes in the room:
   - rectangle
     - windows
     - door
     - flag
     - desk or table top
     - T.V. screen, etc.
   - circle
     - clock
     - library table
     - coins collected for milk
     - shape of mouth when saying "oh," etc.
3. Children recognize shapes.
4. Children use the vocabulary of shapes.

Things to talk about:

1. Naming shapes
2. Names of instruments
3. Names of items in the room
4. Children's own experiences with shapes and relationships to toys such as the doughnut shape of discs that fit the color cone
5. Comparative size

Variations:

1. Experiment with Kaleidoscopes.
2. Enjoy Snail, Where Are You?, by T. Ungerer, Harper and Brothers, 1962.
3. Enjoy Shapes, Miriam Schlein, New York: William Scott, Inc., 1952.
4. Collect small interesting boxes of different shapes. Children may examine and manipulate these. Some may be fitted into each other.
   Read: Edward and the Boxes, Dorothy Marino, N.Y.: J.B. Lippincott Co., 1957.
   Boxes, M. Jean Craig, N.Y.: W.W. Norton and Company, 1964.
5. Sort cutlery in play or real situations.

EXPERIENCE: WEIGHING

Material Needed:
1. Bathroom scale
2. Blackboard and chalk

Things to do:
1. The teacher and small group discuss how we know what things weigh. Some children may have had experience seeing mother weigh produce items in the market.
2. The teacher brings in a bathroom scale and the children experiment by pressing on it and noting numeral change.
3. The children take turns standing on the scale. The teacher helps them read the numeral and may record it on the blackboard with the child's name.
4. The teacher steps on the scale and the children note the change in the revolving numerals.
5. The children weigh other things in the room: blocks, books, etc.
6. The children estimate which of two items is heavier and check the estimation by using the scale.

Things to talk about:
1. Children's own experiences with weighing and scales
2. According to maturity level, simple comparisons may be made using vocabulary like heavier than, more than, less than, heaviest, etc.
3. Other measuring instruments

Variations:
1. A child stands against a strip of wrapping paper. The teacher makes a crayon mark to show height and prints his name next to the mark. The children compare and note differences. A tape measure may be used and the height marked in inches.
2. The children use ruler, yardstick, tape measure, etc. to measure items in the room.
3. The children experiment with cup, pint and quart measures by pouring dry cornmeal from one container to another.

Special Adaptation:
For the visually handicapped, use notched rulers, cups with raised measurement lines, etc.

EXPERIENCE: WHAT COMES NEXT?

Material Needed:
Four toy cars in graduated sizes (The use of magnet board and cars with magnets permits everyone to see.)

Things to do:
1. The teacher puts one car on the board and asks a child, "What comes next?" When he adds the correct one she asks, "Which is larger? Which is smaller?"
2. After individual children have had a turn to add one car, the teacher may ask one child, "Can you put these in order?"
3. Start from the largest and go down to the smallest.

Things to talk about:
1. The teacher and children discuss the comparative sizes: largest, smallest, etc. The children have an opportunity to manipulate the cars.
2. Use terms such as before-after, higher than-lower than, under-over, etc. for placement relationships.
3. Number of items

Variations:
1. Use geometric forms.
2. Use flannel board and flannel-backed forms.
3. The children use forms cut from construction paper, manipulate, put in order according to size, and paste them on shirt cardboards.
4. Use pictures of cars, animals, etc.
5. Use strips in different lengths using vocabulary such as longest, shortest, longer than, shorter than, etc.
6. Use strips in different widths using vocabulary such as widest, narrowest, wider, narrower, etc.
7. Have many experiences with concrete items which come in various sizes such as sea shells, fruit, etc.

EXPERIENCE: WHAT'S MISSING?

Material Needed:

1. Four to six interesting small objects
2. Scarf

Things to do:

1. Talk about a magician who had a magic scarf. He would call all the children of the village around his table and lay out many interesting things. Then he would hold up his magic scarf, say his magic word (Skala Kazam) and wave his magic wand...Foom!! One of the objects would disappear. Then he would ask the children "What's missing?" The children tried to remember and guess which object disappeared.
2. The children play the game with the teacher as the magician.
3. A child may be the magician.

Things to talk about:

1. Children's own experiences with seeing magicians in person or on television
2. Attending
3. Number of objects

Variations: "And, what's new?:

1. Place four to six pictures (or more, depending upon the maturity of the children) on ledge.
2. Have the children close their eyes while you remove one and replace it with another picture.
3. Have the children open their eyes.
4. Choose one child and ask, "Which picture is new?" and "Which picture is missing?"
5. The child replies, "The_____is missing. The_____is new."

EXPERIENCE: ASSOCIATION OF SMELLS

Material Needed:

1. Items associated with personal cleanliness such as soap, toothpaste, shampoo, shoe polish, etc.
2. "Nose bags" (smell without seeing)
3. Pictures associated with these smells

Things to do:

1. Put each item in a "nose bag." The child sniffs and tries to identify each item.
2. What does this smell make you think of? (association of ideas)
3. The child tries to find the picture associated with the smell. Why does this smell make you think of the picture you chose?

Things to talk about:

1. Children's own experiences
2. Smells of the city: cars, buses, restaurants, alleys (garbage cans), beauty salons, barber shop, floral shop, fish market, bakery, etc.
3. Smells of the school: cafeteria, bus, nurse's office, garden, etc.

Variations:

1. Same experience using cooking associations such as vanilla, cocoa, vinegar, etc.
2. Read Follow Your Nose, Paul Showers, Crowell, 1963.
3. Read What Is Your Favorite Smell, My Dear? by Myra Tomback Gibson, Grosset and Dunlap.
4. Read "Smells," Christopher Morley.

"My daddy smells like tobacco and books,
Mother, like lavender and listerine:
Uncle John carries a whiff of cigars;
Nannie smells starchy and soapy and clean.

Shandy, my dog, has a smell of his own -
When he's been out in the rain he smells most:
But Katie, the cook, is more splendid than all -
She smells exactly like hot buttered toast!"

5. Take a "smelling walk."
   a. Note freshness of "after the rain" smell.
   b. Smell fresh paint.
   c. Etc.

Particularly valuable:

For the visually handicapped

EXPERIENCE: COCOANUT

Material Needed:

1. Fresh cocoanut
2. Hammer and screwdriver
3. Cups
4. Paper towels
5. Knife

Things to do:

1. The children examine the cocoanut. (It may be introduced in a bag so the children can feel it but not see it. They guess what it might be.)
2. Shake it. What's inside? How can we find out?
3. Hammer the screwdriver into holes. Empty out the juice, and taste. Some children won't like the flavor.
4. Is there anything else inside? How can we find out?
5. Open it. An easy way that children enjoy is to take turns dropping it on the cement.
6. Examine. Smell. Cut small pieces for all to taste.

Things to talk about:

1. Children's own experiences with cocoanut or other food not commonly purchased fresh
2. Comparative textures and colors

Variations:

1. Grate cocoanut. Taste and compare to packaged cocoanut. Put sugar on freshly grated cocanut. Taste and compare flavor with that of the packaged product.
2. Cut and taste fresh pineapple. Compare with canned variety.
3. Try other fresh fruits in season and their canned counterparts.

EXPERIENCE: TASTING PARTY

Material Needed:
Foods contrasting in taste but in same category (if possible), such as cinnamon candies and marshmallows

Things to do:
1. The child closes his eyes. The teacher drops candy on his tongue. How does it taste?
2. The child closes his eyes. The teacher puts a marshmallow on his tongue. Does this taste the same? How is it different?
3. In response to the teacher's questions the children make verbal comparisons of both tastes. The teacher records these responses and may later read them to the children to recall the experience.

Things to talk about:
1. Children's own new taste experience
2. Names of new foods tasted
3. Words describing flavors and textures

Variations:
1. Sweet - sour
   Crunchy - soft
   Mild - sharp
   Sharp - mild
   seedless grapes - gooseberry
   raw celery - cooked celery
   Swiss cheese squares - sharp Cheddar squares
   pickle - cucumber
2. Other concepts from each experience may be expected.
   Large - small
   Rough - smooth
   Wet - dry

STORY TIME

"...storytellers are indispensable agents of socialization. They picture the world for the child and thus give both form and limits to his memory and imagination."

Riesman, David; Nathan Glazer and Reuel Denny. The Lonely Crowd. Garden City, New York: Doubleday & Company, Inc., 1953. p. 107.

EXPERIENCE: ACTION STORY PARTICIPATION

Material Needed:
Book such as The Brave Little Indian, by Bill Martin

Things to do:
1. The teacher reads or tells the story.
2. The teacher tells the story with actions. The children follow the movements and also chime in on particular phrases.
3. The teacher tells the story and the children supply missing phrases while following movements.
4. This particular story lends itself to pantomime movements such as "walking" by slapping hands on knees, "swimming" with large arm movements, "running" by slapping hands on knees at a faster tempo, etc.

Things to talk about:
1. Recall other Indian stories the children have heard
2. Tempo and sound changes of the different pantomime movements

Variations:
Use other action stories adaptable to this kind of activity such as
1. Santa's Reindeers (Santa hunts for his reindeer. Every time he sees a shadow, he thinks it's a polar bear.)
2. A Walk in the Jungle (Same idea. Every noise frightens the hunter who thinks it's a terrible tiger.)

EXPERIENCE: CHORAL SPEAKING

Material Needed:
Mother Goose Rhyme book or other simple rhythmic verses

Things to do:

1. At first use activity type poems such as Mother Goose Rhymes with the teacher introducing the poem.
2. The group joins in on single words or phrases. Eventually the group will be able to say the whole poem with the teacher.
3. The use of some physical motion helps relieve the child's concern about the oral expression.
4. A more advanced step would be to have the children say particular parts of a poem such as in "Good Morning," by Muriel Sipe, The Sound of Poetry, Allyn and Bacon, Inc., 1964.

Teacher: "One day I saw a downy duck,
With feathers on his back;
I said,"
Children: " 'Good morning, downy duck,'"
Teacher: "And he said,"
Children: " 'Quack, quack, quack.'"
Teacher: "One day I saw a timid mouse,
He was so shy and meek;
I said,"
Children: " 'Good morning, timid mouse,'"
Teacher: "And he said,"
Children: " 'Squeak, squeak, squeak.'"

Things to talk about:

1. Rhymes as "sound-alikes"
2. Listening

EXPERIENCE: DRAMATIZATION

Material Needed:

1. Book such as Ask Mr. Bear, Marjorie Flack, Macmillan Co.
2. Costumes such as
   a. pictures of the characters (cow, hen, goose, goat, bear, etc.) on a string to be worn on the chest
   b. hats made of headbands with various beaks or ears

Things to do:

1. The teacher reads the story until it is familiar.
2. The teacher reads and waits for the children to...
   fill in words
   fill in phrases
   fill in most of the story
3. The teacher reads as the children with "costumes" walk through the roles or the group may tell the story using the pictures in the book as sequence clues.
4. The children act out the story and talk as much as they can following the visual clues in the book as the teacher turns the pages.
5. The children tell and dramatize the story with no visual clues. The teacher acts as the narrator.
6. A child may be the narrator.
7. This may be part of a program for another class or for visiting parents. Here is something which can grow out of the classroom experiences.

Things to talk about:

1. Children's own experiences in thinking of suitable gifts for parents
2. Was this a real or make-believe story? How do we know?
3. What do we get from various animals?

Variations:

Many other stories are adaptable to this learning sequence.

1. Walk in the Forest (record also available)
2. Carrot Seed, Ruth Krauss (record also available)
3. Are You My Mother? P.D. Eastman
4. Hello Peter, Morrell Gipson
5. Play with Me, Marie Hall Ets
6. Red Riding Hood
7. The Three Bears, Leslie Brooke
8. Three Little Pigs
9. Three Billy Goats Gruff
10. A Surprise for Mrs. Bunny, by Charlotte Steiner

EXPERIENCE: FLANNEL BOARD STORY

Material Needed:

1. Flannel board
2. Flannel board characters such as
   a. Judy Company sets
   b. felt-backed pictures made from discarded picture books
   c. felt shapes

Things to do:

1. The teacher tells a short flannel board story, putting up the appropriate pieces as the story progresses.
2. The children can put up the pieces at the appropriate times.
3. The children chime in on familiar refrains.
4. After the story has been told a few times, a child may retell the story independently using the flannel board for himself or for some friends.

Things to talk about:

1. Story sequence
2. Texture of flannel board and picture backings
3. Placement of pictures such as: next to, beside, in front of, after, etc.

Variations:

1. Some other stories that lend themselves to flannel board use:
   Three Billy Goats Gruff
   The Three Bears, Leslie Brooke
   A Surprise for Mrs. Bunny, Charlotte Steiner
   "Sammy Scarecrow," in Talking Time, Scott and Thompson
2. Place the flannel-backed pictures in random fashion and have children locate the one which happened "first," "next," etc.
3. A child may arrange the pictures sequentially and tell the story in appropriate order.

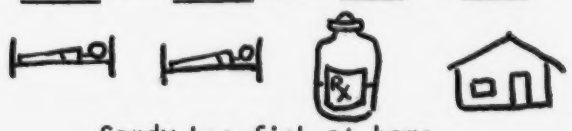
EXPERIENCE: NEWSPAPER

Material Needed:
Large newsprint and felt pen or chalkboard and chalk

Things to do:
1. A child or the group contributes some news. The teacher determines the child's news by interpreting gestures, clues, or notes from the parents.
2. The teacher writes this news on the chalkboard or a chart, using simple pictures to convey the central idea of news items.
3. The teacher "reads" the newspaper.
4. The children develop interest in each other's news and some may try to "read" the news.
5. "News" is dittoed and sent home. This is used as a basis for discussion at home. For example:

NEWS

Cathy and Danny were sick at home.



Sandy has fish at home.

Things to talk about:
1. Children's experience seeing their parents read the newspaper
2. Use of words and illustrations to "tell" the news

Variations:
1. Record classroom experiences and send home copies.
2. Each child may make the illustration for his "take-home" newspaper.

Particularly valuable:
For the aurally handicapped

EXPERIENCE: NUMBER STORIES

Material Needed:

1. Artificial birds (clamp type are easy to slip on and remove)
2. Small tree (manzanita wood)

Things to do:

1. The teacher, using five (this number may vary) artificial birds and a small tree, presents the story:
   "Two birds flew to a tree. Three more came. Now there are five birds in the tree."
2. The teacher helps the children manipulate the objects while she repeats the story. Repeat as needed.
3. The teacher repeats the story but expects the children to follow the directions unassisted.
4. A child tells the story independently and manipulates the birds.

Things to talk about:

1. Number
2. Children's experiences with birds

Variations:

1. Use other objects such as boats or plastic fish in water.
2. Read:

Six Foolish Fishermen, Benjamin Elkin, Children's Press, 1961
Jeanne-Marie Counts Her Sheep, Francoise Seignobosc, Scribner, 1957.
One Was Johnny, Maurice Sendak, Harper & Row, 1962.
1 is One, Tasha Tudor, Oxford Press, 1956.
Counting Carnival, Feenie Ziner, Coward, 1962.
Chicken Little, Margaret Friskey, Children's Press, 1964.

EXPERIENCE: RECALLING STORY DETAILS

Material Needed:
Book such as Tommy and Dee-Dee, by Yen Liang

Things to do:
After reading the story to the children, the teacher may ask fact questions such as, "What were the names of the little boys in our story?"

Things to talk about:
1. Story sequence
2. Feelings of characters in the story

Variations:
1. Ask questions requiring inference. Poetry particularly lends itself to interpretation.
   a. "Mice," by Rose Fyleman
      "What did the person who wrote this poem think about mice?"
   b. "The Cupboard," Walter de la Mare, The Sound of Poetry, Allyn & Bacon

"I know a little cupboard,
With a teeny tiny key.
And there's a jar of Lollypops
For me, me, me.

"It has a little shelf, my dear,
As dark as dark can be,
And there's a dish of Banbury Cakes
For me, me, me.

"I have a small fat grandmamma,
With a very slippery knee,
And she's Keeper of the Cupboard,
With the key, key, key.

"And when I'm very good, my dear,
As good as good can be,
There's Banbury Cakes, and Lollypops
For me, me, me."

EXPERIENCE: REPEATING THE REFRAIN

Material Needed:
Any favorite and well-known story such as Three Billy Goats Gruff

Things to do:
The teacher retells a well-known story and each time she comes to the part of the troll, the children complete the sentence.

Teacher: "The troll heard the clip-clop, clip-clop and roared in his big troll voice,"

Child: "Who's that walking over my bridge?"

Things to talk about:
1. Number of goats
2. Feelings of the goats and troll
3. Differences in the voices of the three goats
4. Vocabulary describing the location of the characters in relation to the bridge (over, under, etc.)

Variations:
1. The same may be done with the Three Little Pigs, with the children saying, "I'll huff, and I'll puff, and I'll blow your house down."
2. Good Night Moon, Margaret Wise Brown
3. Madeline, Ludwig Bemelmans Viking Press, 1939
4. The Runaway Bunny, Margaret Wise Brown
5. Millions of Cats, Wanda Gag, Coward-McCann
6. Nobody Listens to Andrew, Elizabeth Guilfoile, Follett, 1961
7. Caps for Sale, Esphyr Slobodkina, William R. Scott, 1947

EXPERIENCE: RESPONSIVE STORY TELLING

Material Needed:
Rubber animals or colorful cardboard pictures of animals

Things to do:

1. A small group of children are given rubber animals or realistic pictures of animals. The teacher tells a story and names each animal, but omits the sound each makes. The child with the appropriate animal makes the animal sound. For example,
   Teacher: Once upon a time, the dog,
   Child: Woof, woof.
   Teacher: the cat,
   Child: Meow.
   Teacher: and the hen,
   Child: Cluck, cluck.
   Teacher: were walking down the street. The dog,
   Child: Woof, woof.
   Teacher: said, "Are you hungry Mr. Cat?"
   Child: Meow.
   (etc.)
2. A more advanced step would be to let each child talk for his animal after the teacher has started the story, and supply his own words. This continuing story could be as simple or as complex as the children are able to make it.

Things to talk about:

1. Children's own experiences with pets or other animals and the sounds they make
2. Animals that make no sounds (rabbits, fish)

Variations:
Read <u>What Do They Say?</u> by Grace Skaar, William R. Scott, 1950.

EXPERIENCE: STORY WITH PICTURE BOOK CUES

Material Needed:
Book Everybody Has a House, Mary McBurney Green, William R. Scott, 1944

Things to do:

1. The teacher reads the book through. (For older children, sometimes use your hand as a guide to the direction in which the line is read.)
2. The teacher reads the book and waits for the children to supply the name of the animal who lives in the house. The children have the pictures for cues when the page is turned.
3. The teacher reads the book and waits for the children to supply the name of the animal who lives in the house before she turns the page. When she turns the page the picture serves as reinforcement of the correct answer.
4. A further development might be to have the children tell the complete story using the pictures as cues, asking questions and doing the answering too.
5. Try as a game sometimes showing the pictures in the book from right to left. This way the children would first see who lives in the house and need to say what that particular house is called. For example, show a nest. The child replies, "A bird lives in a nest," etc.

Things to talk about:

1. Need for shelter
2. "Houses" such as cages and aquariums provided in the classroom for pets
3. Attending

Variations:

Some other books which lend themselves to this type of presentation

1. Everybody Eats, Mary McBurney Green, William R. Scott, 1961
2. The Country Noisy Book, Margaret Wise Brown, William R. Scott, 1940
3. Homes, Virginia Parsons, Garden City Books, 1958
4. A Cat Story, Gilbert Elliott, Holt Publishing, 1963
5. Karen's Curiosity, Alice Provenson, Golden Press, 1963
6. I Am Andy, Charlotte Steiner, Knopf Publishing, 1961
7. Who Says Hoo? Murray Tinkleman, Golden Press, 1963
8. Who Lives Here? Pat and Eve Witte, Golden Press, 1961

EXPERIENCE: STORY WITH SINGING

Material Needed:
"The Little Red Hen," The Kindergarten Book, Lila Pitts, Mabelle Glenn and Lorrain Watters, Ginn and Company, 1949, pp. 143-151.

Things to do:
1. The teacher reads or tells the story and sings the refrains.
2. The teacher reads the story and the children join in on the refrains.
3. The teacher reads the story and the children sing the refrains.
4. The teacher reads the story and individual children sing refrains of the various characters.
5. Make simple head band "costumes" with beaks or ears of the characters involved and children use them to help dramatize the story.

Things to talk about:
1. Characters in the story and how they felt
2. How would you feel and what would you do in such a situation?
3. Kinds of beaks or ears the characters have and which would simply depict the animal (Refer to picture books for ideas and discuss.)

Variations:
1. Use other stories with songs such as "Goldilocks" in The Kindergarten Book, pp. 152-162.
2. Use recordings of the above.
3. Use The Carrot Seed, Young People's Records.
4. Use "The Little White Rabbit Who Wanted Red Wings," Singing Fun, Lucille Wood and Louise Scott, Webster Publishing Company, 1954, pp. 74-77.
5. Use singing stories such as "The Fox," Songs to Grow On, Beatrice Landeck, Edward B. Marks Music Corporation, 1950, p. 46.
6. Use recordings of stories in a listening center so that a small group of children may hear through headphones without disturbing others.

TRIPS

"Group experiences provide a common basis for discussion and thinking by teachers and children. Trips into the community which expand children's horizons and present new and challenging ideas for discussion...provide the opportunity and ideas for thinking and talking."

Wann, Kenneth D.; Miriam Selchen Dorn; Elizabeth Ann Liddle. Fostering Intellectual Development in Young Children. New York: Columbia University, 1962. p. 95.

EXPERIENCE: AROUND THE SCHOOL WALKS

Material Needed:
None

Things to do:
Take a walk around the school and listen for familiar sounds.
a. car's horn blowing
b. car starting
c. baby crying
d. birds singing

Things to talk about:
1. Safety guidelines
2. Variety of sensory experiences as influenced by kind of trip
3. Recording of experiences and help it is in remembering the walks

Variations:
1. Take a walk to collect leaves or other "nature" items to be used in collage or shared with others. Empty half-pint milk cartons with string or wire handles make fine individual collection boxes. Cut off the carton tops.
2. Take a walk to collect bugs. The collection cages need the tops on, string handles, and openings which can be reclosed to keep in ladybugs, etc. found on the insect hunt.
3. Take a walk to see men and big equipment at work.
4. Take school building walks.
   a. Visit:
      cafeteria kitchen — nurse's office
      custodian's room — principal's office
      doctor's office — speech therapist's room
      library — therapy room
   b. In the room have small bottles with antiseptic, vanilla, soap, etc. and the children try to identify in which room they smelled these.
5. Turn over the rocks or fallen logs and examine what is seen: dampness, living things, etc.
6. Read The Listening Walk, Paul Showers, Crowell, 1961.

EXPERIENCE: BUS TRIP TO THE CHILDREN'S ZOO

Material Needed:
1. Completed permission slips
2. Adult help
3. Bus arrangements

Things to do:
1. The children help plan what they will see, what they will take along (including nutrition) and what they will do.
2. The children visit only one particular area of the zoo. They discuss what they see.
3. The children observe courtesies to others they travel with or meet on the trip.
4. Clean-up after nutrition is an important learning experience.
5. Make record of experience by illustrating and dictating stories.

Things to talk about:
1. Safety guidelines for traveling
2. What they see on the way to the zoo
3. Things they see at the zoo:
   - names of animals
   - food they eat
   - shelter provided
   - fur or feather covering
3. Sounds the various animals make
4. How to pet animals safely

Variations:
1. Visit a dairy.
2. Visit a goat farm.
3. Visit a child's home.
   a. to pick fruit (such as apricots)
   b. to see a litter of puppies

EXPERIENCE: NEIGHBORHOOD TRIPS

Material Needed:
None

Things to do:
There are many places in the neighborhood where the teacher and class can walk for a visit.

bakery shop	fire station
building site	gas station
grocery store	pet shop
public library	park

1. Arrange with the agency that your group is coming so they will expect you.
2. Go with two adults or more.
3. Stay a short time.
4. Look for some particular points.
5. Older children may illustrate something they saw on the trip.
6. The teacher may record some experience on the trip as dictated by the children and read it back to them.
7. Obtain illustrated books and/or pictures on the particular place. Use them both before the visit for orientation and after for review, recall, and clarification.

Things to talk about:
1. Safety guidelines
2. Courtesy
3. Names of places visited and of people and things seen
4. Comparison of illustrations and what was actually seen
5. Children's own previous experiences with such visits

WATER PLAY

"It is one of the few basic substances still easily available for exploration by urban children. It lends itself to a variety of activities and offers a wide range of manipulation and learning. But it has not merely learning values to recommend it; it has something even more valuable--the absorbed delight and joyous enthusiasm of the children as they play with it."

Hartley, Ruth E.; Lawrence K. Frank; Robert M. Goldenson. Understanding Children's Play. New York: Columbia University Press, 1952. p. 151.

EXPERIENCE: SOAPSUDS

Material Needed:

1. Plastic-lined aprons
2. Pails
3. Sponges
4. Water
5. Liquid soap
6. Clothes pins and line

Things to do:

1. The children will enjoy:
   a. washing clothes from dolls
   b. washing dishes after nutrition or in house corner
   c. washing toys after sand box play
   d. washing woodwork or small floor area
   e. washing furniture
2. Take the weather into consideration.
3. Be sure children are properly dressed or undressed for the activity.
4. Keep within interest level and attention span of children.
5. Allow plenty of time for clean-up.

Things to talk about:

1. Safety guidelines
2. Sensory experiences involved
3. People involved in helping us keep clean: custodian, car-wash attendants, mothers, etc.
4. Names of material and equipment used

Variations:

1. If you're planning to have your car washed, the children will enjoy giving it a preliminary wash. Roll the windows closed and after sudsing, let them hose or sponge it down. Then head for the car-wash!
2. Have small rubber squeegees available and try some window-washing.
3. Have a "car-wash" for wheel toys.

EXPERIENCE: WATER ACTIVITIES

Material Needed:
Sponges, cans, watering cans

Things to do:
Cover a table with an old blanket and encourage experimentation with:

1. Absorption - sponges
2. Pouring - cans to pour back and forth
   - watering cans
3. Weight - (light and heavy)
4. Floating
5. Splashing to create movement
6. Deep and shallow

Things to talk about:
1. Various phenomena involved
2. Names of items being used.
3. Sensory experiences involved: temperature, texture, etc.

Variations:
1. Use half of an airplane tire to float things in.
2. Place a tub filled with water at the bottom of the slide.
3. Play with boats in tub of water.
4. Retrieve soap from a basin of water.
5. Retrieve toys from water. Try a ball with a hole in it.

EXPERIENCE: WATER PAINTING

Material Needed:
1. 2" brushes
2. Cans or milk cartons
3. Water

Things to do:
1. The teacher tells the children, "This is the area that needs painting."
2. The children paint a wall or fence with water. (When wet, the surface turns a different color.)

Things to talk about:
1. Names of material used
2. Children's own experiences of having seen house painters at work
3. Difference in size of surface area covered depending on use of brush, roller or spray
4. Difference in color of wet and dry areas

Variations:
1. Use paint rollers and dip into flat pans of water.
2. Use plastic spray bottles of water and "spray paint" areas.

OTHER GROUP ACTIVITIES

After you have exposed your class to a wide variety of active experiences, you may find some children who will be ready for the challenge of short periods of more formalized "circle" activities involving categorizing, visual memory, riddles, etc. The following activities which are more formalized and structured in nature are suitable for use with a small group of children and usually require the teacher's active participation.

EXPERIENCE: ANIMAL GRAB BAG

Material Needed:

1. Set of three-dimensional farm animals
2. Set of three-dimensional zoo animals
3. A paper bag or cloth bag with an elastic opening

Things to do:

1. A child reaches into the bag and takes out an animal. If possible, he names it and makes its sound.
2. Supplement with books about farm and zoo animals.
3. Visit the zoo.
4. Visit a pet shop.

Things to talk about:

1. Names of animals
2. Differences between domestic and wild animals
3. Children's own experiences with animals
4. Kinds of animals that are good choices for pets
5. Purposes of animals on the farm

Variation:

Provide two boxes, one identified as the ZOO and the other as the FARM. The child puts the animal he chooses in the correct home.

Particularly valuable:

For a speech reading activity

EXPERIENCE: CATEGORIES

Material Needed:

1. Large monkey drawn on cardboard with hole cut through the mouth (Paste bag in back over opening.)
2. Paper bananas with a picture of food or another object pasted on each
3. Two paper bags

Things to do:

1. Prop up the monkey on a table or chalk ledge.
2. A child reaches into the full bag and picks out a banana. If it has food on it, he will say, "I'm going to feed the monkey," and puts the banana into the mouth opening.
3. If the child is in doubt, the teacher may ask, "Can a monkey eat an airplane?"
4. Non-food bananas are deposited in the other bag.

Things to talk about:

1. Kind of animal, why its mouth is open, etc.
2. Food and non-food items

Variations:

1. Using mail order catalogs such as Sears, Montgomery Ward, children look for special things such as girls' shoes, mothers' hats, fathers' tools, boys' raincoats, something to mow the lawn, etc. They may tear out the pictures and sort them into categories. Pictures may be pasted on sheets such as women's clothing, men's clothing, toys, tools, etc.
2. Furnish a room or a house with pictures of furniture, keeping the rooms separated.
3. Trim a paper Christmas tree by pasting on pictures of gifts for each member of the family.
4. Back pictures with felt and use them on a flannel board. The children separate them into particular categories as they identify them.
5. Use two large dolls, (boy and girl) from felt, and mark features with a felt pen. Parts of clothing are also made from felt for both the boy and girl. The children dress the dolls on the flannel board, using the appropriate articles of boys' or girls' clothing.

EXPERIENCE: DIXIE CUP

Material Needed:

1. Four Dixie cups - one red, one yellow, one blue, one green
2. Small object, such as a button or penny

Things to do:

1. Place the four Dixie cups upside down on a table. The children close their eyes while the teacher hides a button or a penny under one of the cups.
2. The child guesses which cup covers the button using a sentence: "Is it under the red cup?"
3. The teacher lifts the cup after each guess. Give turns until a child finds the correct one.
4. The child who chooses correctly then hides the penny under a cup and the game continues.

Things to talk about:

1. Colors
2. Cardinal number of cups
3. Ordinal number of cups

Variations:

1. The teacher places the penny under the red cup, for instance, and then moves the cups around while the children watch. The children have to remember it was placed under the red cup.
2. Use cups of the same color. A child is to designate the cup of his choice by ordinal number: "Is it under the third cup?"

EXPERIENCE: "DOG AND BONE"

Material Needed:
Small flat object such as an eraser

Things to do:

1. The children form a sitting circle with one child (the dog) on a chair in the middle. The eraser (bone) is under his chair. He covers his eyes, pretending to be asleep.
2. One child tiptoes up and takes the bone from under the dog's chair. When he has returned to his place in the circle again, all the children say, "Ready."
3. The dog awakens and has three turns to guess who has his bone.
   Dog: Do you have my bone?
   Child: No, I don't have your bone.
   (OR)Yes, I have your bone.
4. After three guesses, the person with the bone has a turn to be the dog.

Things to talk about:

1. Children's own experiences with dogs
2. Why dogs like to chew bones
3. Listening

EXPERIENCE: GOING ON A PICNIC

Material Needed:

1. Box
2. Basket
3. Toys
4. Replicas of food

Things to do:

1. The teacher tells a story about John who wanted to go on a picnic. His mother, Mrs. Jones, said that it was a good idea and wanted to know what they should take with them. John said, "I would like to take some toys." His mother said, "That's fine, but we will also need to take some food, and we can't put the toys and food together." John said, "We sure can't. Let's put the food in the basket and the toys in the box."
2. The teacher holds up a toy and asks, "Where do you think John would put this, in the box or in the basket?"
3. Give it to a child after he tells where it belongs and he may then place it in the correct container.
4. Each child has a turn.

Things to talk about:

1. Children's own picnic experiences at a park or beach
2. Kinds of foods usually eaten on a picnic
3. Toys which are usually taken on a picnic

Variation:

Use real food and toys. When sorted, the children take them to a picnic spot in the play yard.

EXPERIENCE: IDENTIFICATION

Material Needed:

1. Camera and film
2. Scrapbook for mounting pictures

Things to do:

1. The teacher can photograph each child engaged in some activity. A Polaroid camera is particularly valuable in that the result is seen at once.
2. A book is made and each child's name is placed under his picture.
3. The class or a child "reads" the book and tells who is on each picture and what he is doing in the picture.
4. The pictures can be saved and sent home on Mother's Day cards.

Things to talk about:

1. Children's own experiences with having their pictures taken
2. What each child is doing in the picture
3. Pictures as a record of experiences

Variation:

Supply an old box camera. The child draws small individual pictures of people and places them in the camera. He acts as a roving photographer, going to various children in the group, snapping their picture and giving them one of the drawings as their portrait. (For more detailed description see "Do You Want Your Picture Taken?" by Rose C. Engel in Young Children, Volume XXI, Number 3, January, 1966, pp. 162-3.)

EXPERIENCE: MEMORY GAME

Material Needed:
Four plastic spoons of different colors

Things to do:
1. The teacher shows all the spoons and reviews the colors.
2. The children shut their eyes while the teacher selects one of the spoons and hides it behind her back. She then asks, "What color spoon do I have?"
3. If the child guesses correctly (encourage full-sentence answers) he keeps the spoon and hides it behind his back. The child with the most spoons wins.
4. This game can encourage memory as the children who can remember which colors are hidden stand a better chance of winning.
5. To increase the difficulty, double the number of spoons used.

Things to talk about:
1. Attending
2. Colors

Variation:
Same game may be played using small items differing in type rather than in color.

EXPERIENCE: "PEOPLE ARE MANY THINGS"

Material Needed:
Set of wooden or rubber figures of people

Things to do:

1. The teacher says, "Close your eyes." She removes one of the figures from the table and hides it behind her back. She calls on a child to guess which one is missing.
2. The child guesses.
   Child: Mother.
   Teacher: Very good, could it be anybody else?
   Child: Wife.
   Teacher: Very good, could it be anybody else?
   (The children may continue with such words as lady, woman, aunt, teacher, therapist, etc.)
3. The same activity may be used with all the other figures.
4. Read The Hat Book by Leonard Shortall, Golden Press, 1965.

Things to talk about:

1. Varied roles we play. For example: in the school Mr. Jones is the principal; at home he is a Daddy and a husband, etc.
2. Kind of work parents do

EXPERIENCE: REMEMBERING

Material Needed:
Pictures of Jack-in-the-box, apple, ball, and a doll

Things to do:
1. The teacher tells a "story." "I went to the toy store and bought a Jack-in-the-box, a ball, and a doll."
2. The children look at the pictures and pick what was purchased.

Things to talk about:
1. Listening
2. How did they remember what articles were purchased?
3. Classifications, kinds of articles usually available in a toy store
4. "Sound-alikes" in a group: ball and doll

Variations:
1. Change pictures using fruit and including one that does not belong.
2. Increase number of pictures used.
3. Child may select pictures he wants to use and have a turn to tell the "story."
4. The children may select and cut suitable pictures from magazines or mail-order catalogs and mount them on shirt cardboard to make their own classification game.

EXPERIENCE: RIDDLE GAME: WHAT IS IT?

Material Needed:

1. Flannel board
2. Fairly large kites made of brightly colored felt
3. Small object pictures (one object per picture)
4. Paper clips

Things to do:

1. Have the kites scattered about the flannel board. A small object picture is clipped to the back of each kite.
2. A child selects a kite, turns to the class and describes the picture such as, "My kite has something that grows on trees. It is red. It is round. It is good to eat. What is it?" He may give one clue at a time, adding another until the riddle is solved.
3. The child who guesses correctly selects the next kite.
4. The pictures may be changed, using paper clips.

Things to talk about:

1. Children's experiences with kites
2. Verbal pictures and how to "paint" them
3. Attending to details both visually and aurally

EXPERIENCE: "STORE IT" (REFRIGERATOR OR CUPBOARD GAME)

Material Needed:

1. Large tag board picture of a woman
2. Large bag
3. Food pictures

Things to do:

1. On the tag board or chalkboard draw a woman and tape a paper bag where she would be carrying it.
2. Fill the bag with pictures of food and other grocery items.
3. Each child gets a turn to help "Mother" put away the groceries by taking pictures out of the bag, naming them, and deciding whether they go in the refrigerator or cupboard.
4. Continue until each child has had a turn.

Things to talk about:

1. Children's own experiences in helping Mother
2. Shopping experiences
3. Where certain foods are found in the market
4. How the dairy case, meat case, frozen section and produce area differ from canned goods section and why

Variations:

1. Use a shopping bag and sandpaper backed pictures. Have two flannel boards, one for the refrigerator and one for the cupboard. (Magazine pictures may be clipped on for identification.) The children sort by placing the food pictures in the correct storage area.
2. Stretch yarn lines on the flannel boards for shelves and the children are directed:
   "Put the milk in the refrigerator on the second shelf."
   "Put the cereal in the cupboard next to the peanut butter."

EXPERIENCE: "TREASURE BOX" CONVERSATION

Material Needed:

1. A discarded jewelry box or other attractive box
2. Small toys such as a ball, fan, car, etc.

Things to do:

1. The child may reach into the box and take out an object with which he'd like to play. If he says the name of the object, it is his for the period.
2. A more advanced stage would be to encourage social conversation such as, "May I play with the airplane?" and "Thank you."

Things to talk about:

1. Meaning and use of "treasure"
2. Social language

Variations:

1. The child may reach in without looking. If he can identify the object he has chosen, he may play with it for the period.
2. Use items or pictures with the same sound in the beginning, medial and end positions such as knife, window, spoon.
3. The teacher takes one of the toys from the box and puts it in a child's two hands, hiding it from the others. The child gives clues to the others such as "It has wheels." The teacher guides with questions, if needed. The children try to guess what is in his hands. The one who guesses has the next turn.

EXPERIENCE: UP THE STAIRS

Material Needed:

1. Yarn
2. Flannel board
3. Set of pictures of items with easily distinguished geometric shapes such as wheel (circle), table (square), flag (rectangle), tepee (triangle)

Things to do:

1. Make steps with yarn on the flannel board.
2. Place a picture on each step.
3. The child goes up the stairs by naming each shape seen.
4. When he gets to the top, he may re-arrange the pictures on the steps and another child gets a turn.

Things to talk about:

1. Number of shapes
2. Ordinal numbers
3. Texture of flannel
4. Names of articles on pictures
5. Shapes
6. Rhyming words

Variation:

Use pictures of articles, two of which rhyme - the first and one other. The child goes up the stairs saying each word; the child who recognizes the word which rhymes with the first one gets a turn to go up the stairs with another set of pictures.

Example:

boat, car, dog, <u>goat</u>
car, boat, <u>star</u>, dog

EXPERIENCE: VERBAL TIC-TAC-TOE

Material Needed:
Chalkboard and chalk or large paper and felt pen

Things to do:

1. When two children play, assign "X" to one and "O" to the other.
2. The game is played as usual except that the teacher or another child does the marking according to verbal instructions given by the children.
3. For children who indicate "right" or "left" by hand gesture, the teacher gives verbal reinforcement by repeating the direction verbally.

Variation:
Play in teams.

Things to talk about:

1. Children's own experience with such games
2. Possible vocabulary

top	right
middle	left
bottom	in-between

EXPERIENCE: WHERE IS IT?

Material Needed:
Small object that can be hidden, such as a chalk eraser

Things to do:

1. Let the class see the object.
2. The children hide their eyes.
3. Give one child the object which he hides in the place of his choice.
4. The child returns to his seat and announces, "I picked the desk for a hiding place."
5. Each child is then permitted to ask a question.
   "Is the eraser <u>in</u> the desk?"
   "Is the eraser <u>under</u> the desk?" etc.
6. The child who guesses the hiding place has a turn to hide the object.

Things to talk about:
Vocabulary describing location such as:

on
under
behind
in front of
between
beside
etc.

Variation:
The children are not told the hiding place and must also guess that.

EXPERIENCE: WHO AM I?

Material Needed:

1. Pictures of familiar objects or animals
2. Pocket chart (chalkboard ledge may be used)

Things to do:

1. Place several pictures in the pocket chart.
2. Make up a riddle about a picture and see if a child can guess which one it is. For example,
   Teacher: I am an animal. I live on a farm. I give milk. My baby is a calf. Who am I?
   Child: You are a cow.
   Teacher: Yes, I am a cow.
3. If the child guesses correctly, he removes the picture from the pocket chart and hands it to the teacher.
4. The game continues until all the pictures have been guessed correctly and removed from the chart.
5. A child may give the clues.

Things to talk about:

1. Listening
2. Children's own experiences with riddles
3. Distinguishing characteristics of various animals whose pictures are used in the game

Variation:

The teacher holds a pack of picture cards and offers clues as to what picture is on the card. Depending on the age and ability of the group the game may go like this:

Teacher: I have something that is sitting on the ground, but it spends a lot of its time up in the [illegible]

Child: A bird
(or) A goose
(etc.)

Give them additional hints such as, "People ride in it." Then they will guess it is an airplane. When a child guesses correctly, he holds the card.

BOOKS FOR TEACHERS

Anderson, Paul S., Story Telling with the Flannel Board, T.S. Denison & Company, Inc., 1963, 270 pp.

Carlson, Bernice Welk, Listen and Help Tell the Story. New York: Abingdon Press, 176 pp.

Christianson, Helen M.; Mary M. Rogers; Blanche A. Ludlum, The Nursery School, Boston: Houghton Mifflin Company, 1961, 302 pp.

Engel, Rose, "Learning About Common Everyday Things: Snails," The Journal of Nursery Education, Vol. 16 (1960 -1961), No. 1, p.17-19; also in Kindergarten- A Year of Learning, by Marguerita Rudolph and Dorothy H. Cohen, p.87-90, New York: Appleton - Century - Crofts, 1964, 398 pp.

Hammond, Sarah Low; Ruth J. Dales; Dora Sikes Skipper, Ralph L. Witherspoon, Good Schools for Young Children, New York: The Macmillan Company, 1963, 398 pp.

Hartley, Ruth E., and Goldenson, R.M., The Complete Book of Children's Play, New York: Thomas Y. Crowell Company, 1957.

Hartley, Ruth E.; Lawrence K. Frank; Robert M. Goldenson, Understanding Children's Play, New York: Columbia University Press, 1952, 372 pp.

Hefferman, Helen and Vivian Todd, The Years Before School, New York: Macmillan, 1964.

National Association for Nursery Education, Water, Sand and Mud as Play Material, NANE Distribution Center, College of Home Economics University of Rhode Island, Kingston, Rhode Island, 1959.

Read, Katherine H., Let's Play Outdoors, National Association for Nursery Education, Distribution Center, Kingston, Rhode Island, 1957.

Read, Katherine H., The Nursery School, Philadelphia: W.B. Saunders Company, 1960, 333 pp.

Scott, Louise Binder, and J.J. Thompson, Talking Time, New York: McGraw-Hill Book Company, 1951.

Wann, Kenneth D.; Miriam Selchen Dorn; Elizabeth Ann Liddle, Fostering Intellectual Development in Young Children, New York: Teachers College, Columbia University, 1962, 140 pp.

Armitage, Theresa and others, Editors. Our First Music. C.C. Birchard, 1941.

Crowninshield, Ethel. The Sing and Play Book. Boston: Boston Music Company, 1928.

Diller, Angela and Kate Stearns Page. A Pre-School Music Book. New York: G. Schirmer, Inc., 1936.

Glazer, Tom (Compiler). Treasury of Folk Songs for the Family. New York: Grosset and Dunlap, 1964.

Landeck, Beatrice. Songs to Grow On. N.Y.: Edward B. Marks Music Corporation, 1950.

McCartney, Laura Pendleton. Songs for Nursery School. Cincinnati, Ohio: Willis Music Company, 1937.

McConathy, Osbourne and others. Music for Early Childhood. New York: Silver Burdett Co., 1952.

McConathy, Osbourne and others. New Music Horizons II. New York: Silver Burdett Co., 1964.

Mursell, James, Gladys Tipton and others. Music Through the Day, Book I. New York: Silver Burdett, 1956.

Pitts Lila, Mabelle Glenn, Lorrain Watters The Kindergarten Book. Boston: Ginn and Company, 1949.

Seeger, Ruth Crawford. American Folk Songs for Children. New York: Doubleday and Company, 1948.

Watters, Lorrain and others. The Magic of Music, Book One. Boston: Ginn and Company, 1965.

Wilson, Harry R. and others. Growing with Music, Book One. Englewood, New Jersey: Prentice Hall, Inc., 1963.

Wood, Lucille F. and Louise B. Scott. Singing Fun. Webster Publishing Company, 1954.

MUSIC BOOKS

BOOKS FOR CHILDREN

Aliki. My Five Senses. New York: Thomas Crowell, 1962. Discovering through sound, smell, sight and touch.

Aliki. My Hands. New York: Thomas Y. Crowell, 1962. This gaily illustrated book explores the use of hands and fingers in touching, work and play.

Bain, Lorraine and Jerrold. Two is a Team. New York: Harcourt, Brace and Company, 1954. Two boys find they can work together. The illustrations show one a Negro and the other Caucasian. Printed in large 24-point type.

Bemelmans, Ludwig. Madeline. New York: Viking Press, 1939. A charming story in rhyme about little Madeline who is the smallest of twelve little girls at a school in Paris.

Borten, Helen. Do You Hear What I Hear? Abelard-Schuman, 1960. A book that focuses on sound. Varied art techniques illustrate the material.

Borten, Helen. Do You See What I See? Abelard-Schuman, 1959. This colorful book introduces art concepts of shape, line & color.

Boyles, Trudy and Louise MacMartin. Popcorn Party. Chicago: Rand McNally Co., 1952. A Little Old Woman learns how much popcorn increases in volume when popped.

Branley, Franklyn M. and Eleanor Vaughn. Mickey's Magnet. Thomas Crowell Company, 1956. Mickey gets help and a lesson in magnetism when his father shows him how to easily pick up the pins he has spilled.

Brooke, Leslie. The Three Bears. London: Warne. Charming illustrations enhance this traditional story of Goldilock's encounter with the 3 bears.

Brown, Marcia Joan. Once a Mouse. New York: Charles Scribner's Sons, 1961. Animal fable about a tiger who was once a mouse. Illustrated with wood cuts and a Caldecott Award winner.

Brown, Marcia. Stone Soup. New York: Scribner Sons, 1947. Jolly old tale of three soldiers who convince the town's people that they can make soup out of water and a stone.

Brown, Margaret Wise. Color Kittens. Simon and Schuster, 1949. How the kittens named Brush and Hush learn to mix new colors.

Brown, Margaret Wise. Country Noisy Book. New York: Harper, 1940. In this book illustrated by Leonard Weisgard, Little Muffin hears noises of the country such as the sounds made by different farm animals.

Brown, Margaret Wise. Good Night Moon. New York: Harper, 1947. A warm story about a bunny who bids goodnight to each thing in his room as it gets darker and darker.

Brown, Margaret Wise. Indoor Noisy Book, New York: Harper, 1942. A little black dog named Muffin hears the sounds which are usually heard in the home such as the telephone, a fly, etc.

Brown, Margaret Wise. Seashore Noisy Book, New York: Harper and Row, 1941. A little terrier called Muffin hears the sounds at the seashore.

Brown, Margaret Wise, Shhh, Bang, New York: Harper and Row, 1943. Story of a little boy who came to a town where everyone whispers. Written for spoken and whispered voice as indicated by size of print.

Burton, Virginia Lee. The Little House, New York: Houghton-Mifflin, 1942. Tells of urban crowding and country dreaming. A well-loved classic illustrated by the author. Caldecott winner in 1943.

Carroll, Ruth. Where's the Bunny? New York: Oxford University Press, 1950. A bunny hides in different places and children need to look carefully to find him in such places as a basket, behind a geranium pot and in a sweater sleeve.

Craig, M. Jean. Boxes, W.W. Norton and Company, 1964. All shapes and sizes of boxes, what they're made of, their uses and what you can do with them.

De Regniers, Beatrice S. May I bring a Friend? New York: Atheneum, 1965. Beautifully illustrated by Beni Montresor and recipient of the 1964 Caldecott Award for outstanding illustrations. A little boy brings an amazing series of his animal friends to call on the king and queen.

De Regniers, Beatrice S. The Shadow Book, New York: Harcourt, Brace and Company, 1960. About shadows and their copy-cat ways with photographs by Isabel Gordon.

Downer, Mary. The Flower, Young Scott Publishing Company, 1955. Tells the beautiful cycle of seed to flower to seed again.

Duvoisin, Roger. The House of Four Seasons, New York: Lothrop, Lee and Shepard Company, 1956. Brilliant book about color and a family who chose them all in painting its house. Introduction to color mixing.

Eastman, Philip D. Are You My Mother? New York: Random House, 1960. A story about a baby bird looking for his mother. He asks everyone he meets, even an old car, "Are You My Mother?"

Elkin, Benjamin. Six Foolish Fisherman, New York: Childrens Press, 1961. An amusing folk tale about six brothers who had trouble counting.

Elliott, Gilbert, A Cat Story, Holt Publishing Company, 1963. This is literally a picture book (no text) about a mother cat and her four kittens who meet a mouse, bird and a dog.

Ets, Marie Hall. Nine Days to Christmas, New York: Viking Press, 1960. Caldecott Medal Award winner in 1960. Story of Ceci who chooses a star pinata and stays up for her first posada.

Ets, Marie Hall. Play With Me, New York: Viking Press, 1955. A story suitable for quiet times tells about a little girl who gets her wish to have the woodland creatures come and play with her when she sits quietly.

Felt, Sue. Hello-Goodbye, New York: Doubleday, 1960. This book pictures and tells about a five member family's experiences in moving, from the packing to the important making of new friends.

Flack, Marjorie. Ask Mr. Bear, New York: Macmillan, 1932. Danny needs a present for his mother's birthday. He finally gets some good advice from Mr. Bear.

Frank, Josette. Poems to Read to Young Children, New York: Random House, 1961. Illustrations by Dagmar Wilson enhance each of the poems in this selection of poetry.

Friskey, Margaret. Chicken Little, Count-to-Ten, Childrens Press, 1964. In this counting book, a little chick accidentally finds the way to drink water which is right for him but first he tries to follow the suggestions of other animals he meets.

Gag, Wanda. Millions of Cats, Coward-McCann, 1928. A classic story of a little old man who goes out to find a cat for his little old woman and finds them all so beautiful that he brings back a million of them. Children enjoy the rhythmic refrain and soon join in each time it appears in the story.

Gay, Romney, Big Picture Book, New York: Grosset and Dunlap, 1947. Large simple pictures and verses about children at play.

Geisel, Theodor (Dr. Seuss). One Fish, Two Fish, Red Fish, Blue Fish, New York: Random House, 1960. A book of rhymes with ending words that children will easily supply.

Gibson, Myra Tomback. What is Your Favorite Smell, My Dear? New York: Grosset and Dunlap, 1964. A book of rhymes and colored pictures recalling favorite smells.

Gibson, Myra Tomback. What is Your Favorite Thing to Touch? New York: Grosset and Dunlap, 1965. Familiar things like water and marshmallows are explored through the sense of touch. In rhyme.

Gipson, Morrell. Hello, Peter, New York: Doubleday and Company, 1948. About Peter who is two years old and the things he does everyday.

Green, Mary McBurney. Everybody Eats, William R. Scott, 1961. An "early science concept book" describing the foods that different animals eat.

Green, Mary McBurney. Everybody Has A House, Young Scott Books, 1954. About houses with a simple text. "The house of a mouse is a wee little hole."

Huntington, Harriet. Let's Go Outdoors, New York: Doubleday and Company, 1939. About little creatures who live outdoors. Excellent photographs and text about common things like snails, spiders and lady bugs.

Joslin, Sesyle. What Do You Say, Dear? William R. Scott, 1958. Maurice Sendak has illustrated some absurd situations to introduce the use of manners. Children will enjoy joining in on the polite responses when they become familiar with the book.

Keats, Ezra Jack. The Snowy Day, New York: Viking Press, 1962. The brilliant collage illustrations of a little Negro boy enjoying a day of freshly-fallen snow brought the author-illustrator the 1963 Caldecott Award.

Keats, Ezra Jack. Whistle for Willie, New York: Viking Press, 1964. Story with beautiful pictures of Peter who wants to be able to whistle for his dog. Peter is a little Negro boy.

Kessler, Ethel and Leonard. Crunch, Crunch, New York: Doubleday, 1955. A story of a little boy's trip to a supermarket with his mother.

Klein, Leonore. Can You Guess? Wonder Book, 1953. A little book about touching and feeling common things around us.

Krauss, Ruth. Carrot Seed, New York: Harper, 1945. A little boy plants a carrot seed and it does come up, to his family's surprise.

Lear, Edward. A Nonsense Alphabet, Garden City, New York: Doubleday, 1962. A read aloud book of delightful nonsense verse such as:

"A was once an apple pie,
Pidy
Widy
Tidy
Nice insidy
apple pie."

Lenski, Lois. The Little Train, New York: Oxford University Press, 1940. A little book about Engineer Small and his little train with vocabulary about trains, stations and railway workers.

Lenski, Lois. Policeman Small, New York: Walck, 1962. Little picture book story about Policeman Small and his duties as a community helper.

Liang, Yen. Tommy and Dee-Dee, New York: Walck, 1953. A story about a Caucasian and Oriental boy, how they are alike and how they differ.

Lionni, Leo. Inch By Inch, Astor Book, 1960. In this beautifully illustrated book we follow an inch worm who is demonstrating his usefulness in measurement, and thus saves his life from a hungry robin.

Marino, Dorothy. Edward and the Boxes, J.B. Lippincott Co., 1957. Adventures with boxes.

Martin, William I. and Bernard H. Martin. The Brave Little Indian, 1951. A little Navajo is the brave little Indian who goes out to hunt a grizzly bear. Illustrations and caligraphy by Charlene Bisch.

Mordvinoff, Nicolas; Lipkind, William. Finders Keepers, New York: Harcourt, 1951. This 1952 Caldecott Award winner tells a story of two dogs who try to get advice on which is owner of a bone they found.

Martin, Dick. The Apple Book, Golden Book, Pictures fruit in delectable colors.

Martin, Dick. The Sand Pail Book, Golden Press, 1964. Colorful illustrations of varied kinds of containers may be used to begin discussion on putting things in provided areas.

Minarik, Else G. Little Bear, New York: Harper and Brothers, 1957. Four warm little stories about a little bear and his loving mother in homey situations.

Mitchell, Lucy Sprague. Another Here and Now Story Book, New York: E.P. Dutton and Company, Inc., 1937. Collection of stories arranged in sections by age level from two through six. "The Terrible Tiger"by M.W. Brown, p. 181.

Moncure, Jane Belk. Pinney's Day At Playschool, New York: Lothrop, Lee and Shepard, 1955. Photographs picture the activities that make up a day in the nursery school.

Myrus, Donald and Albert Squillace. Story in the Sand, New York: Macmillan Company, 1963. Aesthetic photographs of beach and sand.

Newman, Paul. The Birthday Party, New York: Grosset and Dunlap, 1964. Tom and Janey make a birthday surprise for their Mother and even Father doesn't know about it. Also a beginning reader.

O'Neill, Mary. Hailstones and Halibut Bones, New York: Doubleday and Company, Inc., 1961. A book of verses about color sensitively illustrated by Leonard Weisgard.

Parsons, Virginia. Homes, Garden City Books, 1958. Inexpensive and colorful book showing various animals and their homes in full page and double page illustrations.

Provenson, Alice. Karen's Curiosity, Golden Press, 1963. A diminutive book in which Karen's questions are answered when the page is turned.

Reed, Philip. Mother Goose and Nursery Rhymes, New York: Atheneum, 1963. Six-color wood engravings illustrate familiar and not so familiar Mother Goose rhymes.

Robbins, Ruth. Baboushka and the Three Kings, Parnassus Publishing, 1960. Nicolas Sidjakov richly illustrated this 1961 Caldecott Medal Award winner. A Russian tale of Baboushka, the counterpart of our Santa Claus.

Schlein, Miriam. Shapes, William Scott, Inc., 1952. Roundness, squareness and lines are explored in this book about shapes.

Schwartz, Julius. Through the Magnifying Glass, New York: McGraw-Hill, 1954. This book illustrated by Jeanne Bendick opens a new world through the use of a magnifying glass.

Scott, Ann Herbert. Big Cowboy Western, New York: Lothrop, Lee and Shepard, 1965. Warm story of Martin and his family who live in an urban housing development. A Negro family is pictured.

Seignobosc, Francoise. Jeanne-Marie Counts Her Sheep, New York: Scribner, 1957. A number book about a little girl and her pet sheep Patapon.

Sendak, Maurice. One Was Johnny, New York: Harper and Row, 1962. A little counting book whose absurd rhymes will delight young children.

Sendak, Maurice. Where the Wild Things Are, New York: Harper and Row, 1963. 1964 Caldecott Award. A fantasy story of Max and the not so ferocious wild things he tames in his imagination.

Shortall, Leonard. The Hat Book, Golden Press, 1965. Community helpers are identified through pictures of animals wearing varied hats and caps.

Showers, Paul. Find Out By Touching, New York: Thomas Y. Crowell, 1961. "Your fingers tell you the right answer." A beginning Science book with simple text.

Showers, Paul. Follow Your Nose, New York: Thomas Y. Crowell Company, 1963. A book about smells and the information they give us.

Showers, Paul. The Listening Walk, New York: Thomas Y. Crowell, 1961. Things to hear on a walk and the need to listen so they may be heard.

Sipe, Muriel. The Sound of Poetry, Boston: Allyn and Bacon, Inc., 1964. Anthology of poems arranged in eleven categories such as Rhymes and Riddles, Animals, People Everywhere, Nimble Nonsense, Changing Seasons, Wonder and Beauty.

Skaar, Grace. What Do They Say? New York: William R. Scott, 1950. About familiar farm animals and their sounds.

Slobodkina, Esphyr. Caps for Sale, New York: William R. Scott, 1947. A humorous story about a cap peddler and some monkeys who mimic everything he does.

Steiner, Charlotte. A Surprise for Mrs. Bunny, Wonder Book. It's Mrs. Bunny's birthday and all her little bunnies want to give her a surprise. The bunny who overslept finally has the biggest surprise of all.

Steiner, Charlotte. I Am Andy, Knopf Publishing, 1961. The sub-title of this book is "You-Tell-A-Story." Children can supply their own story to the pictured series.

Stevens, Carla. Catch a Cricket, New York: Young Scott Book, undated. Excellent photographs by Martin Iger and text gives directions on how to catch and care for small "companionable creatures."

Tinkleman, Murray. Who Says Hoo? Golden Press, 1963. Animal sounds are introduced and children answer the questions asked about the various sounds on each page.

Tudor, Tasha. 1 is One, New York: Oxford Press, 1956. Tasha Tudor uses her soft pastel colors to illustrate a counting book in verse.

Udry, Janice May. A Tree is Nice, New York: Harper and Brothers, 1956. Pictures by Marc Simont won the 1957 Caldecott Medal Award. He brilliantly pictures a tree and its uses in the different seasons.

Ungerer, Tomi, Snail, Where Are You? New York: Harper and Brothers, 1962. Emphasis on design with varied pictures using the coiled snail pattern.

Ward, Lynd. The Biggest Bear, New York: Houghton-Mifflin, 1952. 1953 Caldecott Award winner about a boy and his pet bear cub who grows to be the biggest bear with matching problems. Beautiful sepia drawings.

Webber's, Irma. Up Above and Down Below, William R. Scott, 1953. Gives simple introduction to plants above and below the earth.

Witte, Pat and Eve. The Touch Me Book, Golden Press, 1961. A little book which children will enjoy touching.

Witte, Pat and Eve. Who Lives Here? Golden Press, 1961. Lift the flaps on each page to find out who lives here.

Woodcock, Louise. This is the Way the Animals Walk, William R. Scott Publishers, 1946. Pictures various animals and how they walk. Suggestions are given on how children can imitate these walks.

Wright, Blanche Fisher. The Real Mother Goose, Chicago: Rand McNally and Company, 1944. 128 pages of rhymes illustrated by Blanche Fisher Wright.

Yashima, Taro. Umbrella, New York: Viking Press, 1958. Lovely illustrations enhance the poetic story of Momo who hoped for rain so she could wear her new red rubber boots and umbrella.

Young, Edward and Will Hayes, Norman and the Nursery School, Platt and Munk Publishers, 1949. Pictures nursery school activities.

Ziner, Feenie. Counting Carnival, Coward, 1962. A counting book in verse about children includes two Negro children and an Oriental child.

Zolotow, Charlotte. Sleepy Book. New York: Lee and Shepard Company, 1958. How everybody sleeps, even children. Illustrated in quiet, restful colors.

RECIPIENTS OF INITIAL PUBLICATION

The Project placed copies of the original publication in a variety of educational settings in twelve states, sixteen cities in California and six other countries in an effort to determine its usefulness for teachers engaged both in teaching children who display different handicapping conditions and for those teaching "normal" groups. A check sheet was designed to determine how often use was made of the publication; those activities judged to be "good" or "bad"; suggestions for improvement, additions or deletions suggested, etc., and generally whether it was felt that this type of publication served a need in dealing with language development in young children.

We present a list of those persons who perused the original draft of the document, a copy of the check list and a summary of the responses.

Appreciation is extended to those agencies and individuals whose thoughtful evaluations assisted us in the revision of the guide.

CALIFORNIA

Belvedere

Mrs. Robert Bastian, Executive Director
Marin Child Development Center and
Belvedere Nursery School

Berkeley

Myron A. Leenhouts, Assistant Superintendent
California School for the Deaf

Mrs. C. Stricklin, Supervising Teacher
California School for the Deaf

Everett Wilcox, Superintendent
California School for the Blind

Carmichael

Mrs. Edna Louargand, Principal
Starr King Exceptional Children's School

Los Angeles

Mrs. Bryna Adelson, Teacher
Sven Lokrantz School for Crippled Children

Mrs. Frances Aspengren, Teacher
Mary E. Bennett School for the Deaf

Mrs. Louise Barr, Supervisor
Deaf and Hard of Hearing
Special Education Branch, Los Angeles City Schools

Mrs. Patricia Borst, Teacher
Sven Lokrantz School for Crippled Children

Mrs. Flora Brown, Teacher
Washington Boulevard School

Dr. Leo Buscaglia, Professor of Education
University of Southern California

Dr. Herbert Cadwell, Area Superintendent
Valley East, Los Angeles City Schools

Mrs. Sue Cane, Director
Guidance Clinic, Loyola University

Dr. Dorothy Carr, Supervisor
Special Education Branch, Los Angeles City Schools

Mrs. Marie Cessna, Teacher
C. Morley School for Crippled Children

Mrs. Frieda Chalkin, Director, Special Education
Exceptional Children's Foundation
Also following teachers:
G. Clark, South Gate #1
Irene Potter, South Gate #2
Rose Purviance

Dr. Averill Chapman, Administrator of Curriculum
Los Angeles City Schools

Miss Elizabeth Cherry, Teacher
Charles LeRoy Lowman School

Mrs. Bernice Christenson, Supervisor
Elementary English, Los Angeles City Schools

Mrs. Dorothy Cornman, Teacher
Aphasic Children Class, Sven Lokrantz School

Mrs. May Driver, Teacher
Pacific Boulevard School

Patrick Estes, Academic Consultant
Special Education Branch
Los Angeles City Schools

Mrs. J. Gage, Preschool Consultant
Mrs. Mulock's Office, Los Angeles City Schools

Mrs. Dorothy Garber, Teacher
Frances Blend School for the Blind

Mrs. Beatrice Gold, Teacher
Sven Lokrantz School

Mrs. Thelma Gow, Teacher
Pacific Boulevard School

Mrs. Marion Gullstrand, Teacher
Mary E. Bennett School for the Deaf

Mr. Harry Handler, Director
Research and Development Section
Los Angeles City Schools

Mrs. Arlene Harlick, Teacher
Charles LeRoy Lowman School

Mrs. Louise Harris, Teacher
Pacific Boulevard School

Mrs. Jacqueline Hartwick, Principal
Malabar Street School

Dr. Caro Hatcher, Professor of Education
Special Education Department
California State College at Los Angeles

Mrs. Helen Healy, Teacher
Hyde Park Boulevard School for the Deaf

Miss Esther Herbert, Supervisor
Secondary Speech and Hearing
Special Education Branch
Los Angeles City Schools

Miss Fran Heussenstamm, Art Department
California State College at Los Angeles

Dr. Frank Hodgson, Administrative Coordinator
Los Angeles City Schools

Miss Marian Jenkins, Coordinator
Head Start Preschool Programs
Office of Los Angeles County Schools

Mrs. Eva B. Johnson, Teacher
Harlan Shoemaker School for Crippled Children

Miss Miriam Keslar, Supervisor
Elementary Speech and Hearing
Special Education Branch
Los Angeles City Schools

Dr. Richard Koch, Associate Professor Pediatrics
University of Southern California
Children's Hospital

Mrs. Jane Labbitt, Teacher
Harlan Shoemaker School

Robert W. Lamson, Area Superintendent
Valley-North, Los Angeles City Schools

Mrs. Rebecca Lange, Teacher
Hyde Park Boulevard School for the Deaf

Dr. Ralph W. Lanz, Area Superintendent
Elementary Area East, Los Angeles City Schools

Mrs. Diane Leichman, Supervisor
Mentally Retarded and Multiply Handicapped
Special Education Branch
Los Angeles City Schools

Mrs. Rose Leventhal, Teacher
Erwin Street School

Mrs. Hazel Lewis, Teacher
Pacific Boulevard School

Dr. John J. Lingel, Area Superintendent
Elementary Area North
Los Angeles City Schools

Dr. Edgar L. Lowell, Administrator
John Tracy Clinic

Dr. Jack R. McClellan, Area Superintendent
Elementary Area South
Los Angeles City Schools

Mrs. Jean McNeil, Tutor
Mary E. Bennett School for the Deaf

Dr. Robert McIntyre, Chairman
Department of Exceptional Children
University of Southern California

Mrs. Esther Macias, Teacher
Washington Boulevard School

Dr. Mavis Martin, Assistant Director
Reading Clinic
University of Southern California

Mrs. Margaret Mauer, Consultant
Deaf and Hard of Hearing Program
Special Education Branch
Los Angeles City Schools

Dean Irving R. Melbo, School of Education
University of Southern California

Mrs. Bonnie Merrill, Tutor
Mary E. Bennett School for the Deaf

Dr. C. E. Meyers, Professor of Education
School of Education
University of Southern California

Dr. Milton J. Miklas, Consultant
Special Education (EMR)
Los Angeles County Office of Education

Dr. Melba Miller, Superintendent
School for Cerebral Palsied Children
Southern California

Mrs. Yolanda Miller, Teacher
Sven Lokrantz School

Dr. Ivy Mooring, Director
Mental Retardation Services Board

Mr. James Moxom, Executive Director
Nursery School for Visually Handicapped Children

Mrs. Ida Mulock, Administrative Assistant
Division of Elementary Education
Los Angeles City Schools

Mrs. Mildred P. Naslund, Area Superintendent
Elementary Area Harbor
Los Angeles City Schools

Mrs. Evelyn M. Pickarts, Supervisor
Parent, Health and Civic Education
Los Angeles City Schools

Mrs. Louise Pierce, Area Superintendent
Elementary Area Valley-West
Los Angeles City Schools

Mrs. Chiquita Ponsil, Preschool Consultant
Office of Mrs. Mulock
Los Angeles City Schools

Dr. Ralph Purdy, Associate Superintendent
Division of Elementary Education
Los Angeles City Schools

Thomas E. Reece, Area Superintendent
Elementary Area West
Los Angeles City Schools

Mrs. Lucille Roberts, Teacher
Washington Boulevard School

Mrs. Sophia T. Salvin, Principal
Washington Boulevard School

Dr. Louise Wood Seyler, Deputy Superintendent
Instructional Services
Los Angeles City Schools

Mrs. Mildred Shahorn, Consultant in Art
Special Education Branch
Los Angeles City Schools

Mrs. Dorothy K. Snyder, Director
Children's Centers
Los Angeles City Schools

Charles A. Taylor, Speech Therapist
Willowbrook School District

Mrs. Mary Wheat, Teacher
Charles LeRoy Lowman School

Dr. Ernest P. Willenberg, Director
Special Education Branch
Los Angeles City Schools

Mrs. Beatrice Woodbridge, Preschool Consultant
Mrs. Mulock's Office
Los Angeles City Schools

Long Beach
Mr. Edward Ahrens, Principal
Tucker Orthopaedic School

Mrs. Merle K. Davis, Head Teacher
Reading Clinics & Educationally Handicapped
Long Beach Unified School District

Dr. Clifford Howe, Director
Special Education
Long Beach Unified School District

Northridge
Robert K. Lennan, Coordinator of Field Services
Leadership Training in the Area of the Deaf
San Fernando Valley State College
Also the 1966 participants in this program who served as an evaluating group. Most of them are educators of the deaf and several are deaf themselves:
Mrs. Celeste Beer, Teacher
Covina Valley Unified School District

Herbert W. Barkuloo, Jr., Vocational Supervisor
Oregon School for the Deaf

Henry O. Bjorlie, Assistant Principal
New Mexico School for the Deaf

Henry W. Breije, Jr., Teacher
Washington School for the Deaf
Vancouver, Washington

Raymond Butler, Vocational Principal
North Carolina School for the Deaf

Jerome Freeman, Supervising Teacher
Upper School, Louisiana School for the Deaf

Timothy Jaech, Teacher
Minnesota School for the Deaf

Harry J. Murphy, Jr., Teacher
Pennsylvania School for the Deaf

George Propp, Teacher
Nebraska School for the Deaf

Mrs. Dorothy Shifflett, Teacher
Brookhurst Jr. High School

William M. Simpson, Teacher
North Carolina School for the Deaf
Morganton, North Carolina

Mrs. Mary E. Smith, Teacher
Diamond Head School for the Deaf
Honolulu, Hawaii

Ralph H. White, Teacher
Texas School for the Deaf
Austin, Texas

Leonard G. Zwick, Guidance Counselor
Rochester School for the Deaf

Oakland
Mrs. Florence Malcolm, Head teacher
Development Center for Handicapped Minors

Orange
Principal and two teachers
Special Training School
J. P. Greeley School

Pasadena
Miss Mary Bromm, Speech & Hearing Specialist
Roosevelt School

Riverside
Dr. Richard G. Brill, Superintendent
California School for the Deaf

Sacramento
Miss Flora M. Daly, Consultant
Education of the Mentally Retarded
State Department of Education

Frederick E. Garbee, Consultant
Education of the Speech and Hearing
State Department of Education

Miss Helen Heffernan, Chief
Elementary Education, Retired
State Department of Education

Mort Hers, Consultant
Mental Retardation Curriculum Development Project
State Department of Education

Miss Ruth Overfield, Consultant
Elementary Education
California State Department of Education

Edward B. Stark, Consultant
Education of the Speech & Hearing Handicapped
State Department of Education

John R. Weber, Supervisor
Children's Centers
State Department of Education

San Diego
Mrs. Eva L. Ritchie, Principal
Sunshine School

San Francisco
Miss Carol Hardgrove, Lecturer in Nursing
University of California
San Francisco Medical Center

Mrs. Theresa S. Mahler, Director
Children's Centers Division
San Francisco Unified School District

Ricardo S. Morada, Family Center Director and
Part Way House Supervisor
Mission Neighborhood Centers, Inc.

Dr. Violet Spraings, Director
Psychological and Educational Services
School for Cerebral Palsied Children
Northern California

Santa Barbara
Dr. Norah M. Clancy, Education Consultant
Project Head Start

Santa Monica
Sister Mary Serena, Administrator
Kennedy Child Study Center

Frank O. Taylor, Director of Special Services
Santa Monica Unified Schools

Mrs. Docia Zavitkovsky, Supervisor
Children's Centers
Santa Monica Unified Schools

Stockton
Mrs. Ann Trujillo, Director
Munford Development Center

ILLINOIS

Champaign
Dr. Merle B. Karnes, Director of Special Services
Champaign Community Unit

Chicago
Mrs. Rhoda L. Diamond, Teacher
Spalding School for Crippled Children

Urbana
Dr. Barbara Bateman, Professor
University of Illinois

IOWA

Iowa City
Dr. Donald Carr, Chairman
Special Education Department
Iowa State College

Des Moines
Dr. Drexel D. Lange, Associate Superintendent
Pupil Personnel Services Branch
Iowa State Department of Education

LOUISIANA

Lafayette
Dr. Faulk, Professor
University of South West Louisiana

NEW JERSEY

Newark
Very Rev. Richard M. McGuinness, Director
Mount Carmel Guild
Department for the Blind

NEW YORK

Brooklyn
Herman Rothstein, Teacher
New York City Schools

Hicksville
Sam A. LaMagna, Principal
Special Services School

New York
Mrs. Dorothy Brown, Consultant
Retarded Children's Program
Lennox Hill Hospital

Dr. Herbert Goldstein, Chairman
Department of Special Education
Yeshiva University

Miss Pauline Moor, Education Specialist
American Foundation for the Blind

Dr. Howard G. Morgan, Director of Special Education
United Cerebral Palsy Association, Inc.

OREGON

Salem
Charles C. Woodcock, Superintendent
Oregon State School for the Blind

SOUTH DAKOTA

Rapid City
Dr. Ethel Bridgeford, Coordinator
Special Education
Rapid City Schools

TENNESSEE
Nashville
Dr. Samuel C. Ashcroft, Chairman
Department of Special Education
George Peabody College for Teachers

WASHINGTON
Seattle
Dr. Florence R. Harris, Director
Laboratory Pre-School
University of Washington

Dr. Charles Strothers, Director
Pilot School for Brain Injured Children
University of Washington
Spokane
Wm. D. Pfeifer, Principal
Hillyard School

WASHINGTON, D.C.
Dr. Romaine Mackie, Chief
Department Health, Education and Welfare
Office of Education

Dr. James W. Moss, Director
Research and Demonstration Branch
Division Handicapped Children and Youth
Office of Education

Dr. Max Mueller, Research Coordinator
Division Handicapped Children and Youth
Office of Education

Dr. Rose Mukerji, Project Director
Greater Washington Educational Television Ass'n

WISCONSIN
Madison
Dr. James J. McCarthy, Associate Professor
Department of Education
University of Wisconsin

CANADA
Vancouver
Dr. Charlotte David, Coordinator
Research Unit for Exceptional Children
University of British Columbia
Victoria
Dr. H. P. Mickelson, Supervisor
Special Education and Guidance Services
Board of School Trustees

ENGLAND
Billingshurst
Edna M. Varty, Headmistress
Ingfield Manor School
London
Dr. L. Gardner, Principal Psychologist
Spastics Society

Dr. Mary D. Sheridan
Newcomen House, Guy's Hospital

FINLAND
Dr. Niilo Maki
Gummeruksenk 5A
Jyvaskyla

RUSSIA
Dr. Alexander Lubovsky
Institute of Defectology

NEW ZEALAND
Wellington
Dr. D. H. Ross, Officer for Special Education
Department of Education

NORWAY
Holmenkollen
Mrs. Margrete Landmark
The Central Institute for Cerebral Palsy

MENTAL RETARDATION INSTRUCTIONAL MATERIALS CENTER PROJECT
University of Southern California

As per your kind offer to help us in the evaluation of LANGUAGE DEVELOPMENT EXPERIENCES FOR YOUNG MULTIPLY-HANDICAPPED CHILDREN, here is a check list for this purpose. In order that we may in some way assess the value of our document, we would appreciate your completing and returning the checklist at your earliest convenience and if at all possible, prior to February 11. We thank you for your comments. They will assist us greatly. A self-addressed envelope has been enclosed for your convenience.

Present position — ✓

- Teacher
- Supervisor
- Teacher-educator
- Other(specify)_____

Socio-economic level of children

- Low
- High
- Middle

Length of time children in structured program

- 0-1 yr
- 2-3 yrs
- Over 3 yrs

	Yes	No
Did you use guide during 1st mo.		
Did you use guide during 2nd mo.		
Do you still refer to guide		

Please ✓

	0-2 yrs	3-6 yrs	7-10 yrs	Over 10 yrs
Years teaching experience				
Years teaching / handicapped children				
Years teaching / young (pre-school) children				

Applicability of guide to the following groups

	Very valuable	Valuable	Some value	No value
Normal				
Educable retarded				
Trainable retarded				
Visually handicapped				
Aurally handicapped				
Other (specify)_____				

Please rate the various sections of the Introduction

	Very valuable	Valuable	Some value	No value
Children's Need for Language				
Purposes of Early Training				
Acquisition of Language and Speech				
Pattern of Normal Language Development				
Retarded Speech				
Teacher's Role				

Please check these activity areas thought to be most and least valuable

	Most valuable	Least valuable
Art		
Cooking		
Dramatic Play		
Messy		
Motor		
Music		
Routine		
Science		
Sensory		
Story Time		
Trips		
Water Play		
Other Activities		

Please rate the various sections of the Appendix

	Very Valuable	Valuable	Some value	No value
Climate for Language				
Stages in Development of Communication				
Typical Day for Nursery Level Group				
Typical Day for Kindergarten Level Group				
Developmental Progress of Infants and Young Children				
Commonalities for All Children				

General Impression ✓

Enhusiastic	
Positive	
Indifferent	
Negative	

Suggested additions: _____

Suggested deletions: _____

Comments: _____

SUMMARY OF EVALUATION RESPONSES

Present position	
Coordinator, Head Teacher	2
Teacher	51
Consultant	3
Supervisor	14
Art Teacher	1
Teacher educator	6
Resource Teacher, Blind	1
Principal	4
Ed. Clinical Psychologist	1
Guidance Counselor	1
Director Psych. Services	1

Socio-economic level of children	
Low	27
High	16
Middle	48

Length of time children in structured program	
0-1 yr.	28
2-3 yrs.	19
over 3 yrs.	15

Used guide	Yes	No
during 1st month	28	6
during 2nd month	30	4
still refer	38	5

	0-2	3-6	7-10	over 10
Years teaching experience	5	7	13	33
Years teaching handicapped	12	14	14	18
Years teaching preschool	14	13	15	8

Applicability of guide to the following groups	Very Valuable	Valuable	Some Value	No Value
Psychogenic			1	
Normal	26	15	3	
Brain Injured		1		
Educable retarded	24	20	4	
Bilingual	1			
Trainable retarded	14	21	6	
Learning Problems			2	
Visually handicapped	6	18	6	
Culturally disadvantaged	3	8	3	
Aurally handicapped	12	14	8	
Aphasic		1	1	
Emotionally Disturbed	6		2	
Physically Handicapped	19	3	2	
Multiply Handicapped			1	
Kindergarten		1		

Rate various sections of the Introduction	Very Valuable	Valuable	Some Value	No Value
Children's Need for Language	26	17	11	3
Purposes of Early Training	27	18	9	2
Acquisition of Language and Speech	22	24	10	1
Pattern of Normal Language Development	27	22	8	1
Retarded Speech	22	20	10	1
Teacher's Role	28	19	9	2

Check activity areas thought to be most and least valuable

	Most Valuable	Least Valuable
Art	55	8
Cooking	34	29
Dramatic Play	52	8
Messy	44	17
Motor	62	4
Music	45	15
Routine	43	18
Science	44	17
Sensory	64	2
Story Time	47	13
Trips	39	20
Water Play	33	23
Other Activities	36	10

General Impression

Enthusiastic	48
Positive	29
Indifferent	2
Negative	1

Rate the various sections of the Appendix

	Very Valuable	Valuable	Some Value	No Value
Climate for Language	32	29	5	3
Stages in Development of Communication	30	30	8	1
Typical Day for Nursery Level Group	12	31	21	4
Typical Day for Kindergarten Level Group	13	29	20	4
Developmental Progress of Infants & Children	37	21	10	1
Commonalities for All Children	36	24	8	1

EVALUATION

The following project designed scale was evolved for use in evaluating each child's language development at the time he entered school and again at the close of the school year. Items were then transferred to the profile sheet to picture each child's growth compared only to himself. To date, 198 children in sixteen Los Angeles City School Special Education classes have been evaluated by their classroom teachers at the beginning and end of one semester. Chronological ages ranged from 3.5 years to 8.5 years at the time of the second evaluation.

Developmental Progress of Infants and Young Children by Dr. Mary D. Sheridan, London, is also presented to help the teacher make an evaluation of each child. This chart covers stages of growth from twelve months through five years in four major areas of posture and large movement, vision and fine movement, hearing and speech, and social behavior and play.

MENTAL RETARDATION INSTRUCTIONAL MATERIALS CENTER PROJECT
UNIVERSITY OF SOUTHERN CALIFORNIA

TENTATIVE

Child's Name _____

Date _____

LANGUAGE -- A RECIPROCAL RESPONSE SYSTEM
(Circle numbers of all items child performs successfully)

R E C E P T I V E

LISTENING

Attending

1. Looks without expression when shown objects
2. Acknowledges by action or expression shown objects
3. Sustains attention for at least a five minute period of time when listening to a record, story or sound film
4. Sustains attention for at least a fifteen minute period of time when listening to a record, story, or sound film
5. Spontaneously responds by gesture or comment to changes in the Environment such as new objects in the room

Sound Discrimination

1. Responds to loud noises with facial expression or bodily movement
2. Responds to own name such as by turning head in that direction
3. Distinguishes between grossly different sounds (e.g. large drum and small bell)
4. Distinguishes between sounds of different volume (e.g. loud and soft tap on the same drum)
5. Distinguishes between sounds of grossly different pitch (e.g. high and low notes on piano or song bells)

COMPREHENSION

Directions

1. Responds correctly to one familiar direction
2. Responds correctly to two familiar directions given at the same time
3. Responds correctly to three familiar directions given at the same time
4. Responds correctly to set of new directions given at the same time
5. Responds to implied directions (e.g. "It's juice time." He washes his hands, pulls up chair to the table and sits down.)

Color

1. Can match primary colors (Red, Yellow, Blue)
2. Can match secondary colors (Orange, Green, Violet)
3. Can respond to name of color by choosing object of corresponding color (Who has a red shirt?)
4. Can categorize 12 assorted primary and secondary colors of varied sizes into the 6 color groups
5. Can grade 5 swatches of shades of red from lightest to darkest

Size

1. Can point to larger of two similar items (e.g. large ball and small ball)
2. Can grade three items according to size
3. Can grade four pictured items according to size
4. Can identify the "smallest" and "largest" item from a group of five
5. Can point out or organize 5 geometric forms as to "which comes next," both to increasing and decreasing size (e.g. circles)

Number

1. Can indicate his age by holding up corresponding number of fingers
2. Can indicate two concrete items from a grouping of four
3. Can rote count from one through ten
4. Can distinguish which is more from groups of two and three items
5. Can respond with "Six" when asked, "What comes after five?"

Shape

1. Can choose from a set of circle, triangle, and square to match circle presented by teacher
2. Can match triangle, circle and square to corresponding set presented by the teacher (as in form board)
3. Can select matching geometric shapes correctly when asked by teacher from set of triangle, circle, square, rectangle and diamond
4. Can categorize 12 geometric shapes of varied sizes and colors into groups of triangles, circles, and squares
5. Can identify geometric shape as they relate to classroom items. (Show me something that has a shape like this. Teacher shows rectangle shape, child may choose block, flag, window. Teacher shows a circle, child chooses clock, library table, drum, tambourine, etc.)

E X P R E S S I V E

MOTOR

Imitative

1. Imitates waving bye-bye
2. Imitates adult physical rhythmic movement such as clapping, nodding
3. Imitates actions of other children such as clapping
4. Imitates musical rhythm with bodily movements such as bouncing up and down
5. Imitates finger play actions of adults

Gestural

1. Shakes or nods head to indicate "no" or "yes"
2. Points to nose, eyes, hair on cue
3. Points to objects named (Where's the doll?)
4. Points to toy or object he wants
5. Points to picture in book when named (e.g. Where's the Bunny?)

Group Participation

1. Participates in finger plays or motion songs
2. Participates in small group games like "Ring Around the Rosie"
3. Creatively interprets musical sound with bodily movement
4. Leads group activity like finger plays
5. Creatively interprets familiar home experiences or stories with pantomimes or dramatic play

VERBAL
Sound Aspects

1. Vocalizes (grunts, coos or babbles)
2. Vocalizes combined syllables (da-da, ma-ma, ba-ba)
3. Imitates sounds by vocalization (repeats sound or word uttered by teacher)
4. Spontaneously uses one or two words
5. Spontaneously uses four or more words

Word Type	1.	Uses nouns and verbs (e.g. "baby," "go," "bye-bye")
	2.	Uses personal pronouns (e.g. "me")
	3.	Uses comparative ("bigger," etc.) and descriptive ("pretty," "nice," etc.) words
	4.	Uses prepositions and conjunctions ("of," "and," "in," to," etc.)
	5.	Uses articles (e.g. "the," "a") and plurals
Naming People	1.	Identifies one person other than "Mother" by name
	2.	Says own first name when asked
	3.	Identifies two classmates when asked by naming and/or pointing
	4.	Says own full name when asked (at least first and last)
	5.	Spontaneously identifies people by name, in person or on pictures
Naming Things	1.	Identifies some familiar objects and things by name
	2.	Identifies pictures of familiar objects and things by name
	3.	Identifies familiar items that go together (e.g. "cup and saucer.")
	4.	Identifies familiar items by use (e.g. What do you use a comb for?)
	5.	Categorizes eight pictures of varied food and play items into "foods" and "toys"
Social Language	1.	Grabs or fights for objects or toys
	2.	Uses social phrases when prompted (e.g. "Say 'please'.")
	3.	Responds to social greeting such as "Hello" or "Good-bye"
	4.	Occasionally uses social words meaningfully without prompting
	5.	Spontaneously responds verbally to a social situation
Conversation	1.	Expresses self only in response to a direct question
	2.	Expresses self when spoken to, but does not initiate a conversation
	3.	Takes the initiative, converses with peer
	4.	Takes the initiative, converses with adult
	5.	Takes part in small group discussions

TENTATIVE

ENTAL RETARDATION INSTRUCTIONAL MATERIALS CENTER PROJECT
UNIVERSITY OF SOUTHERN CALIFORNIA

TEACHER'S EVALUATION CHART OF CHILD'S LANGUAGE DEVELOPMENT

The child is to be evaluated at the time he enters school and again at the close of the school year. he first profile will be shown in blue and the econd profile will be shown in red.

Child's Name _____ Birthdate _____

Describe handicapping conditions: _____

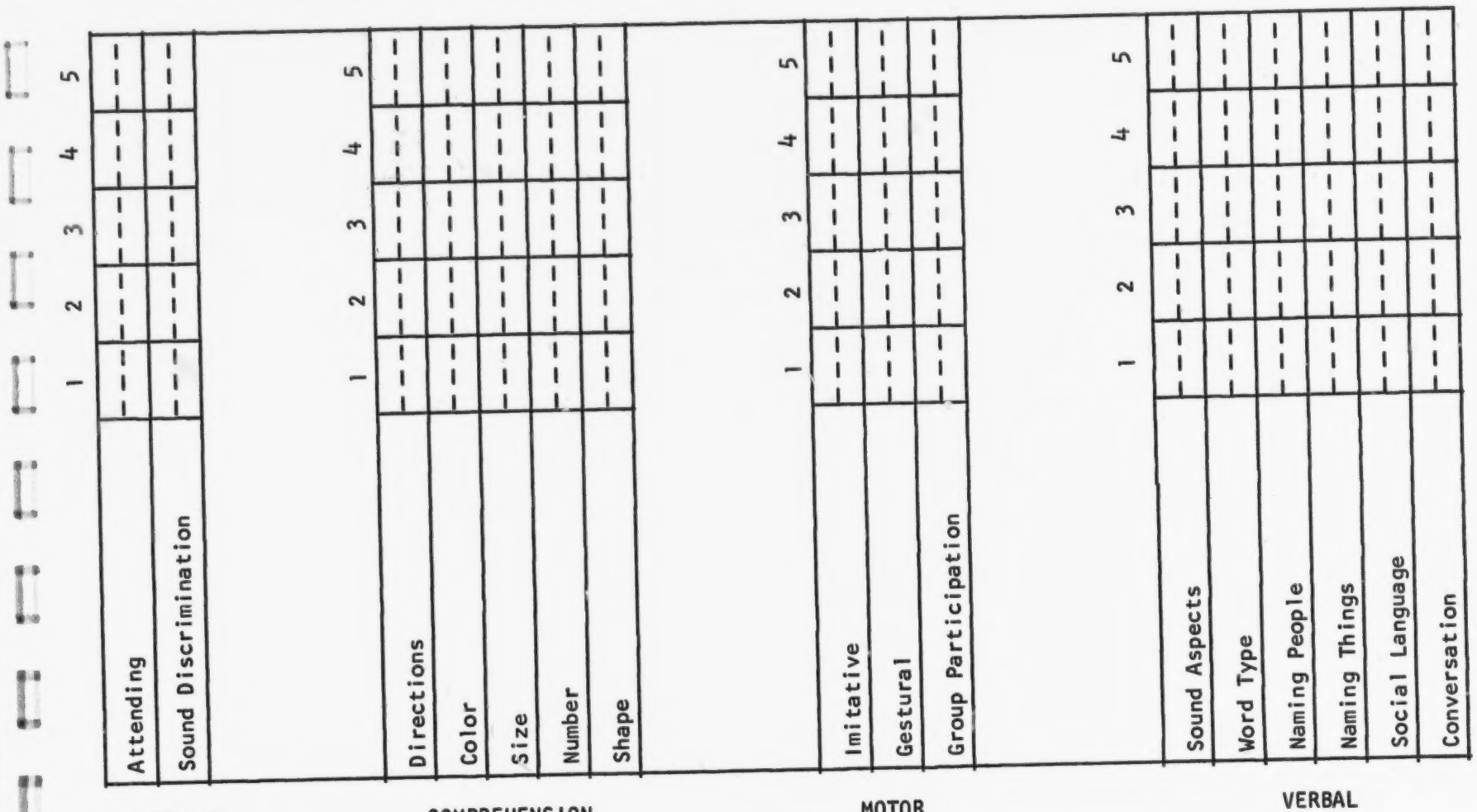
_____

Date of first evaluation _____ Date of second evaluation _____

Teacher _____ Teacher _____

RECEPTIVE LANGUAGE

EXPRESSIVE LANGUAGE



DEVELOPMENTAL PROGRESS OF INFANTS AND YOUNG CHILDREN

	POSTURE AND LARGE MOVEMENTS	VISION AND FINE MOVEMENTS
12 months	Sits well and for indefinite time. Can rise to sitting position from lying down. Crawls rapidly on all fours. Pulls to standing and lets himself down again holding on to furniture. Walks round furniture stepping sideways. Walks with one or both hands held. May stand alone for a few moments.	Picks up small objects, e.g. blocks, string, sweets and crumbs, with precise pincer grasp of thumb and index finger. Drops toys deliberately and watches them fall to ground. Looks in correct place for toys which roll out of sight. Points with index finger at objects he wants to handle or which interest him. Watches small toy pulled along floor across room 10 feet away. Out of doors watches movements of people, animals, motor cars, etc., with prolonged intent regard. Recognises familiars approaching from 20 feet or more away. Uses both hands freely, but may show preference for one.
15 months	Walks unsteadily with feet wide apart, arms slightly flexed and held above head or at shoulder level to balance. Starts alone, but frequently stopped by falling or bumping into furniture. Lets himself down from standing to sitting by collapsing backwards with bump, or occasionally by falling forward on hands and then back to sitting. Can get to feet alone. Crawls upstairs. Kneels unaided or with slight support on floor and in pram, cot and bath.	Picks up string, small sweets and crumbs neatly between thumb and finger. Builds tower of two cubes after demonstration. Grasps crayon and imitates scribble after demonstration. Looks with interest at pictures in book and pats page. Follows with eyes path of cube or small toy, swept vigorously from table. Watches small toy pulled along table or floor at 12 feet. Points imperiously to objects he wishes to be given. Stands at window and watches events outside intently for several minutes.

HEARING AND SPEECH

Knows and immediately turns to own name.
Babbles loudly, tunefully and incessantly.
Shows by suitable movements and behaviour that he understands several words in usual context, (e.g. own and family names, walk, dinner, pussy).
Comprehends simple commands associated with gesture, (give it to me. Come to Mummy. Say bye-bye, etc.)
Imitates adult's playful vocalisations with gleeful enthusiasm.
/Immediate response to baby tests at 3-4½ feet/.

Jabbers loudly and freely, using wide range of inflections and phonetic units.
Speaks 2-6 recognisable words and understands many more.
Vocalizes wishes and needs at table.
Points to familiar persons, animals, toys, etc. when requested.
Understands and obeys simple commands (e.g. shut the door. Give me ball. Get your shoes).
/Baby tests 4½-6 feet/.

SOCIAL BEHAVIOUR AND PLAY

Drinks from cup with little assistance.
Holds spoon but cannot use it alone.
Helps with dressing by holding out arm for sleeve and foot for shoe.
Takes objects to mouth less often.
Ceasing to drool.
Puts wooden cubes in and out of cup or box.
Rattles spoon in cup in imitation.
Seizes bell by handle and pokes clapper. Rings briskly in imitation.
Listens with obvious pleasure to sound and repeats.
Gives toys to adult on request and sometimes spontaneously.
Likes to be constantly within sight and hearing of adult.
Demonstrates affection to familiars. Waves "bye-bye" and claps hands in imitation.
Child sits, or sometimes stands without support, while Mother dresses.

Holds cup when adult gives and takes back.
Holds spoon, brings it to mouth and licks it, but cannot prevent its turning over. Chews well.
Helps more constructively with dressing.
Indicates when he has wet pants.
Pushes large wheeled toy with handle on level ground.
Seldom takes toys to mouth.
Repeatedly casts objects to floor in play or rejection.
Physically restless and intensely curious.
Emotionally labile.
Closely dependent upon adult's reassuring presence.
Needs constant supervision to protect from dangers of extended exploration and exploitation of environment.

	POSTURE AND LARGE MOVEMENTS	VISION AND FINE MOVEMENTS
18 months	Walks well with feet only slightly apart, starts and stops safely. Runs stiffly upright, eyes fixed on ground 1-2 yards ahead, but cannot continue round obstacles. Pushes and pulls large toys, boxes, etc., round floor. Can carry large doll or teddy-bear while walking. Backs into small chair or slides in sideways. Climbs forwards into adult's chair then turns round and sits. Walks upstairs with helping hand. Creeps backwards downstairs. Occasionally bumps down a few steps on buttocks facing forwards. Picks up toy from floor without falling.	Picks up small sweets, beads, pins, threads, etc., immediately on sight, with delicate pincer grasp. Spontaneous scribble when given pencil and paper, using preferred hand. Builds tower of three cubes after demonstration. Enjoys simple picture book, often recognising and putting finger on coloured items on page. Turns pages 2 or 3 at a time. Fixed eyes on small dangling toy at 10 feet. (May tolerate this test with each eye separately.) Watches golf ball rolled across room at 12-15 feet. Points to distant interesting objects out of doors. Beginning to show definite preference for using one hand. /Possibly recognises special miniature toys at 10 feet./
2 years	Runs safely on whole foot, stopping and starting with ease and avoiding obstacles. Squats to rest or to play with object on ground and rises to feet without using hands. Pulls wheeled toy by cord. Climbs on furniture to look out of window or open doors etc., and can get down again. Walks upstairs and down holding on to rail or wall: two feet to a step. Throws small ball without falling. Walks into large ball when trying to kick it.	Picks up pins and thread, etc., neatly and quickly. Removes paper wrapping from small sweet. Builds tower of six cubes. Spontaneous circular scribble and dots when given paper and pencil. Imitates vertical line (and sometimes V). Enjoys picture books, recognising fine details in favourite pictures. Turns pages singly. Recognises familiar adults in photograph after once shown. Handedness usually well developed. /Immediately catches sight of, and names special miniature toys at 10 feet distance. Will now usually tolerate this test with each eye separately./

HEARING AND SPEECH	SOCIAL BEHAVIOUR AND PLAY
Continues to jabber tunefully to himself at play. Uses 6-20 recognisable words. Echoes prominent or last word addressed to him. Demands desired objects by pointing, accompanied by loud, urgent vocalisations or words. Enjoys nursery rhymes and tires to join in. Attempts to sing. Shows his own or doll's hair, shoe, nose. /Possibly special 5 toy test. Possibly 4 animals picture test/.	Lofts and holds cup between both hands. Drinks without much spilling. Hands cup back to adult. Holds spoon and gets food to mouth. Takes off shoes, socks, hat. Indicates toilet needs by restlessness and vocalisation. Bowel control usually attained. Explores environment energetically. No longer takes toys to mouth. Casts objects to floor in play or anger less often. Briefly imitates simple actions e.g. reading book, kissing doll. Plays contentedly alone, but likes to be near adult. Emotionally still very dependent upon familiar adult. Alternates between clinging and resistance.
Uses 50 or more recognisable words. Puts 2 or more words together to form simple sentences. Refers to himself by name. Talks to himself continually as he plays. Echolalia almost constant, with one or more stressed words repeated. Constantly asking names of objects. Joins in nursery rhymes and songs. Shows and repeats hair, hand, feet, nose, eyes, mouth, shoe. /6 toy test, 4 animals picture test/.	Lifts and drinks from cup and replaces on table. Spoon-feeds without spilling. Asks for food and drink. Chews competently. Puts on hat and shoes. Verbalises toilet needs in reasonable time. Dry during day. Turns door handles. Often runs outside. Follows adult round house and copies domestic activities in simultaneous play. Engages in simple make-believe activities. Constantly demanding adult's attention. Clings tightly in affection, fatigue or fear. Tantrums when frustrated but attention easily distracted. Defends own possessions with determination. As yet no idea of sharing. Plays near other children but not with them. Jealous of attention shown to other children.

	POSTURE AND LARGE MOVEMENTS	VISION AND FINE MOVEMENTS
2½ years	Walks upstairs alone, but downstairs holding rail, two feet to a step. Runs well straight forward and climbs easy nursery apparatus. Pushes and pulls large toys skillfully, but has difficulty in steering them round obstacles. Jumps with two feet together. Can stand on tip-toe if shown, Kicks large ball.	Picks up pins, threads, etc., with each eye covered separately. Builds tower of seven cubes. Recognises minute details in picture books. Imitates horizontal line and circle (also usually T and V). Recognises miniature toys at 10 feet with each eye separately. Recognises himself in photographs when once shown. /May also match special single letter-cards V O T H at 10 feet./
3 years	Walks alone upstairs with alternating feet and downstairs with two feet to step. Usually jumps from bottom step. Climbs nursery apparatus with agility. Can turn round obstacles and corners while running and also while pushing and pulling large toys. Rides tricycle and can turn wide corners on it. Can walk on tiptoe. Stands momentarily on one foot when shown. Sits with feet crossed at ankles.	Picks up pins, threads, etc., with each eye covered separately. Builds tower of nine cubes, and bridge of three from model. Can close fist and wiggle thumb in imitation, R and L. Copies circle (also V, H, T). Draws man with head and usually indication of one other part. Matches two or three primary colours (usually red and yellow correct, but may confuse blue and green). Paints with large brush on easel. Cuts with scissors. /Recognises special miniature toys at 10 feet. Performs single-letter vision test at 10 feet. Five letters./

HEARING AND SPEECH	SOCIAL BEHAVIOUR AND PLAY
Uses 200 or more recognisable words but speech shows numerous infantilisms. Knows full name. Talks intelligibly to himself at play concerning events happening here and now. Echolalia persists. Continually asking questions beginning 'What?", "Where?". Uses pronouns, I, me and you. Stuttering in eagerness common. Says a few nursery rhymes. Enjoys simple familiar stories read from picture book. /6 toy test, 4 animals picture test, 1st cube test. Full doll vocabulary/.	Eats skillfully with spoon and may use fork. Pulls down pants or knickers at toilet, but seldom able to replace. Dry through night if lifted. Very active, restless and rebellious. Throws violent tantrums when thwarted and less easily distracted. Emotionally still very dependent upon adults. Prolonged domestic make-belief play (putting dolls to bed, washing clothes, driving motor-cars, etc.) but with frequent reference to adult. Watches other children at play interestedly and occasionally joins in for a few minutes, but little notion of sharing playthings or adult's attention.
Large intelligible vocabulary but speech still shows many infantile phonetic substitutions. Gives full name and sex. Uses plurals and pronouns. Still talks to himself in long monologues mostly concerned with the immediate present, including make-believe activities. Carries on simple conversations and verbalises past experiences. Asks many questions beginning 'What?", "Where?", and "Who?". Listens eagerly to stories and demands favourites over and over again. Knows several nursery rhymes. /7 toy test, 4 animals picture test. 1st or 2nd cube test./	Eats with fork and spoon. Washes hands, but needs supervision in drying. Can pull pants and knickers down and up, but needs help with buttons. Dry through night. General behaviour more amenable. Affectionate and confiding. Likes to help with adult's activities in house and garden. Makes effort to keep his surroundings tidy. Vividly realised make-believe play including invented people and objects. Enjoys floor play with bricks, boxes, toy trains and cars. Joins in play with other children. Understands sharing playthings, sweets, etc. Shows affection for younger siblings.

	POSTURE AND LARGE MOVEMENTS	VISION AND FINE MOVEMENTS
4 years	Turns sharp corners running, pushing and pulling. Walks alone up and down stairs, one foot per step. Climbs ladders and trees. Can run on tiptoe. Expert rider of tricycle. Hops on one foot. Stands on one foot 3-5 secs. Arranges or picks up objects from floor by bending from waist with knees extended.	Builds three steps with six cubes after demonstration. Imitates spreading of hand and bringing thumb into opposition with each finger in turn,' R. and L. Copies cross (also V, H, T, O). Draws man with head and legs and also trunk or features. Matches four primary colours correctly. /Single-letter vision test at 10 feet, seven letters: also near chart to bottom./
5 years	Runs lightly on toes. Active and skillful in climbing, sliding, swinging, digging and various "stunts." Skips on alternate feet. Dances to music. Can stand on one foot 8-10 secs. Can hop 2-3 yards forwards on each foot separately. Grips strongly with either hand.	Builds three steps with six cubes from model. Copies square and triangle (also letters: V, T, H, O, W, L, A, C, U, Y). Writes a few letters spontaneously. Draws recognisable man with head, trunk, legs, arms and features. Draws simple house with door, windows, roof and chimney. Counts fingers on one hand with index finger of other. Names four primary colours and matches 10 or 12 colours. /Full nine letter vision chart at 20 feet near test to bottom./

HEARING AND SPEECH

Uses 200 or more recognisable words but speech shows numerous infantilisms.
Knows full name.
Talks intelligibly to himself at play concerning events happening here and now.
Echolalia persists.
Continually asking questions beginning'What?", "Where?".
Uses pronouns, I, me and you.
Stuttering in eagerness common.
Says a few nursery rhymes.
Enjoys simple familiar stories read from picture book.
/6 toy test, 4 animals picture test, 1st cube test. Full doll vocabulary/.

Large intelligible vocabulary but speech still shows many infantile phonetic substitutions.
Gives full name and sex.
Uses plurals and pronouns.
Still talks to himself in long monologues mostly concerned with the immediate present, including make-believe activities.
Carries on simple conversations and verbalises past experiences.
Asks many questions beginning "What?", "Where?", and "Who?".
Listens eagerly to stories and demands favourites over and over again.
Knows several nursery rhymes.
/7 toy test, 4 animals picture test. 1st or 2nd cube test./

SOCIAL BEHAVIOUR AND PLAY

Eats skillfully with spoon and may use fork.
Pulls down pants or knickers at toilet, but seldom able to replace.
Dry through night if lifted.
Very active, restless and rebellious.
Throws violent tantrums when thwarted and less easily distracted.
Emotionally still very dependent upon adults.
Prolonged domestic make-belief play (putting dolls to bed, washing clothes, driving motorcars, etc.) but with frequent reference to adult.
Watches other children at play interestedly and occasionally joins in for a few minutes, but little notion of sharing playthings or adult's attention.

Eats with fork and spoon.
Washes hands, but needs supervision in drying.
Can pull pants and knickers down and up, but needs help with buttons.
Dry through night.
General behaviour more amenable. Affectionate and confiding.
Likes to help with adult's activities in house and garden.
Makes effort to keep his surroundings tidy.
Vividly realised make-believe play including invented people and objects.
Enjoys floor play with bricks, boxes, toy trains and cars.
Joins in play with other children.
Understands sharing playthings, sweets, etc.
Shows affection for younger siblings.

	POSTURE AND LARGE MOVEMENTS	VISION AND FINE MOVEMENTS
4 years	Turns sharp corners running, pushing and pulling. Walks alone up and down stairs, one foot per step. Climbs ladders and trees. Can run on tiptoe. Expert rider of tricycle. Hops on one foot. Stands on one foot 3-5 secs. Arranges or picks up objects from floor by bending from waist with knees extended.	Builds three steps with six cubes after demonstration. Imitates spreading of hand and bringing thumb into opposition with each finger in turn,' R. and L. Copies cross (also V, H, T, O). Draws man with head and legs and also trunk or features. Matches four primary colours correctly. /Single-letter vision test at 10 feet, seven letters: also near chart to bottom./
5 years	Runs lightly on toes. Active and skillful in climbing, sliding, swinging, digging and various "stunts." Skips on alternate feet. Dances to music. Can stand on one foot 8-10 secs. Can hop 2-3 yards forwards on each foot separately. Grips strongly with either hand.	Builds three steps with six cubes from model. Copies square and triangle (also letters: V, T, H, O, W, L, A, C, U, Y). Writes a few letters spontaneously. Draws recognisable man with head, trunk, legs, arms and features. Draws simple house with door, windows, roof and chimney. Counts fingers on one hand with index finger of other. Names four primary colours and matches 10 or 12 colours. /Full nine letter vision chart at 20 feet near test to bottom./

HEARING AND SPEECH

Speech shows only a few infantile substitutions usually p/t/th/f/s and r/l/w/y/ groups.
Gives connected account of recent events and experiences.
Gives home address and (usually) age.
Eternally asking questions "Why?", "When?", "How?" and meanings of words.
Listens to and tells long stories sometimes confusing fact and fantasy.
/7 toy test, 1st picture voc. test, 2nd cube test/.

Speech fluent and correct except for confusions of s/f/th/.
Loves stories and acts them out in detail later.
Gives age and (usually) birthday.
Defines concrete nouns by use.
Asks meanings of abstract words.
/High frequency picture vocabulary or word lists. 3rd cube test, 6 sentences./

NOTE: The special tests for hearing and vision, noted in square are described in
Sheridan, M.D. (1958), Brit. Med. J., ii, p. 999;
(1960) Brit. Med. J., ii, p. 453.

SOCIAL BEHAVIOUR AND PLAY

Eats skillfully with spoon and fork
Washes and dries hands. Brushes teeth.
Can undress and dress except for back buttons, laces and ties.
General behaviour self-willed.
Inclined to verbal impertinence when wishes crossed.
Strongly dramatic play and dressing-up favoured.
Constructive out-of-doors building with any large material to hand.
Needs other children to play with and is alternately co-operative and aggressive with them as with adults.
Understands taking turns.
Shows concern for younger siblings and sympathy for playmates in distress.

Uses knife and fork.
Washes and dries face and hands, but needs help and supervision for rest.
Undresses and dresses alone.
General behaviour more sensible, controlled and independent.
Serial domestic and dramatic play.
Plans and builds constructively.
Floor games very complicated.
Chooses own friends.
Co-operative with companions and understands need for rules and fair play.
Appreciates meaning of clocktime in relation to daily programme.
Protective towards younger children and pets.
Comforts playmates in distress.

Permission to reproduce granted by Her Britannic Majesty's Stationery Office, London, 7/12/65.

EXPERIENCES INDEX

ART 29

Appreciation 30
Blowing Pictures 31
Chalk Painting 32
Clay 33
Collage 34
Coloring 35
Finger Painting 36
Montage 37
Painting 38
Printing 39
"Sewing" 40
Stabiles 41

COOKING 43

Utensil Suggestions 44
Applesauce 45
Butter 46
Chicken 47
Meringues 48
Pancakes 49
Popcorn 50
Soup 51
Other 52

DAILY PROCEDURES 55

Birthday Celebration 56
Following Directions 57
Identification 58
Lunch Time or Nutrition Time 59
Responsibility for Belongings 60
Resting Period 61
Sharing 62
Social Courtesies 63
Speech Reading Game 64
Toileting 65
Verbalizing Feelings 66

DRAMATIC PLAY 67

Barber Shop 68
Beauty Shop 69
"Big Sale Today" 70
Doctor Visit 71
Grocery Store Shopping 72
"Moving," Table Game 73
Picnic 74
"Policeman, Have You Seen My Child?" 75
Postman 76
Puppets 77
Restaurant 78
Santa's Visit 79
Shoe Shining 80
Telephone 81
Television 83
Traffic Signals 84
Train 85
Variations 86

MESSY 87

"Cookies" 88
Crayon Slam 89
Drip and Spatter 90
Papier Mache 91
"Smashing" 92
Tearing Paper 93
"Whipped Soap" 94

MOTOR 95

Action Poem or Song 96
Actions to Song Cues 97
Anticipating Response 98
Ball Game 99
Bean Gag Game 100
Blocks 101
Blowing Activities 102
Bowling 103
Chewing 104
"Come Over" Game 105
"Cotton and Tongs" Game 106
Dancing 107
Dressing a Life-size Doll 108
Dressing the Baby 109
Finger Plays 110
Fishing 111
Follow the Leader 112
Footprints 113
Hammering 114
Horse Shoe Game 115
Jumping 116
Licking and Sucking 117
"Lock It" 118
Outdoor Play 119
Punching 120
Relaxing 121
Rhythm Activities to Specific Directions 122
Rocking in Chair 123
Sandbox 124
Singing 125
Singing Game 126
Stringing 127
Table Blocks 128
Target Practice 129
Other 130

MUSIC 131

Echo 132
Experimenting with Sounds 133
Instruments 134
Listening 135
Plucking Sounds 136
Singing, Adding Rhyme 137
Singing - Color Game 138
Singing - Flannel Board Cues 139
Singing - Picture Cues 140
Singing - Table Chart Cues 141
Singing to the Individual Child 142
Songs to Emphasize Activities 143
Tape Recorder 144
"Violins" 145
Visiting "Artist" 146
"What's the Name of That Song?" 147
"Who's Knocking at My Door?" 148

SCIENCE 149

Air Experiences 150
Animal Observation 151
Apples 152
Color Experiences 153
Electric Door Bell 154
Flashlight 155
Gardening 156
Heart Beat 157
"Jack It Up" 158
Magnet Experiences 159
Magnification 160
Pumpkin 161
Temperature Experiences 162

SENSORY: 163

FEELING

Dressing Bag 165
Feeling to See 166
Sea Shell Hunt 167
Sorting Geometric Figures 168
Tactile Discrimination 169
Tactile Sorting 170

HEARING

Auditory Discrimination 171
Big Bang, Little Bang 172
Big Gray Pussy Cat 173
Chalk Sounds 174
Color Association 175
Listening 176
"Little Duck" 177
Look and Listen 178
Parrot Talk 179
Rhyming Word Selection 180
Secrets 181
Sound Cans 182
Sound Discrimination 183
Tape Recorder, Sounds 184
Tape Recorder, Voice 185
Tick Tock 186
"What Do You Hear under the Table?" 187
What Made the Sound? 188
What's Going On? 189
Who's There? 190

SEEING
Color Car Game 191
Color Circle Matching 192
Color Matching 193
Discriminating Differences in Size 194
Guessing Game 195
One, Two, Three, What Did You See? 196
Peek Box 197
Pegboard Game 198
Picture Match 199
Picture Puzzles 200
Self Portrait 201
Shapes 202
Weighing 203
What Comes Next? 204
What's Missing? 205

SMELLING
Association of Smells 207

TASTING
Cocoanut 209
Tasting Party 210

STORY TIME 211

Action Story Participation 212
Choral Speaking 213
Dramatization 214
Flannel Board Story 215
Newspaper 216
Number Stories 217
Recalling Story Details 218
Repeating the Refrain 219
Responsive Story Telling 220
Story with Picture Book Cues 221
Story with Singing 222

TRIPS 223

Around the School Walks 224
Bus Trip to the Children's Zoo 225
Neighborhood Trips 226

WATER PLAY 227

Soapsuds 228
Water Activities 229
Water Painting 230

OTHER SMALL GROUP ACTIVITIES 231

Animal Grab Bag 232
Categories 233
Dixie Cups 234
"Dog and Bone" 235
Going on a Picnic 236
Identification 237
Memory Game 238
"People Are Many Things" 239
Remembering 240
Riddle Game: What Is It? 241
"Store It" 242
"Treasure Box" Conversation 243
Up the Stairs 244
Verbal Tic-Tac-Toe 245
Where Is It? 246
Who Am I? 247

EXPERIENCES CROSS INDEX

RECEPTIVE LANGUAGE

LISTENING

Attending
- Art: 30
- Cooking: 45, 47, 49, 50
- Daily Procedures: 57, 64
- Dramatic Play: 75, 77, 83, 84
- Motor: 96, 97, 99, 105, 107, 110, 122, 125, 126
- Music: 134, 145, 148
- Science: 157
- Sensory:
  - Feeling: 165
  - Hearing: 175, 176, 179, 180, 181, 182, 184, 185, 186, 187, 188, 189, 190
  - Seeing: 196, 205
- Story Time: 213, 214, 215, 219, 221, 222
- Trips: 224
- Other Small Group Activities: 240, 244

COMPREHENSION

Directions
- Art: 31, 32, 33, 34, 35, 36, 37, 38, 39
- Cooking: 45, 46, 47, 48, 49, 50, 51
- Daily Procedures: 57, 60, 65
- Dramatic Play: 68, 72, 73, 84
- Messy: 88, 89, 90, 91, 93, 94
- Motor: 99, 101, 112, 122, 126
- Music: 132, 134, 141, 142
- Sensory:
  - Feeling: 166
  - Hearing: 177, 181, 182
  - Seeing: 191, 198, 200
- Story Time: 212, 215, 220
- Water Play: 228, 229, 230
- Other Small Group Activities: 232, 233, 234, 236, 242, 244, 245, 246, 247

RECEPTIVE LANGUAGE

LISTENING

Sound Discrimination	
Cooking	45, 50, 51
Messy	89, 91
Motor	98, 114, 118
Music	132, 133, 134, 135, 136, 137, 138, 139, 140, 144, 147, 148
Science	157
Sensory: Hearing	171, 172, 173, 174, 175, 176, 177, 178, 180, 182, 183, 184, 185, 186, 187, 188, 189, 190
Story Time	212, 213, 219
Trips	224
Other Small Group Activities	240, 244

COMPREHENSION

Color	
Art	30, 31, 32, 34, 35, 36, 37, 38, 39, 40, 41
Cooking	45, 46, 47, 48, 50, 51
Daily Procedures	58, 62
Dramatic Play	70, 75, 80, 84
Messy	88, 89, 90
Motor	102, 109, 111, 127, 128
Music	138
Science	152, 153, 161
Sensory: Feeling	167
Hearing	175, 185
Seeing	191, 192, 195, 196, 198, 201
Water Play	230
Other Small Group Activities	232, 238

Size	
Art	30, 31, 32, 33, 34, 35, 38, 39, 41
Cooking	45, 47, 50, 51
Daily Procedures	58
Dramatic Play	70
Messy	88, 90, 93
Motor	101, 102, 109, 110, 111, 113, 114, 119, 124, 127, 128, 129
Music	133
Science	152, 155, 156, 161
Sensory: Feeling	167, 170
Seeing	194, 196, 201, 202

COMPREHENSION

Number	
Art	31, 32, 34, 36, 41
Cooking	45, 46, 47, 48, 49, 50, 51
Daily Procedures	56, 59, 60, 65
Dramatic Play	72, 74, 81
Messy	88, 91
Motor	100, 101, 103, 111, 114, 115, 116, 118, 120, 124, 127, 128, 129
Music	139, 141
Science	152, 154, 162
Sensory:	
Feeling	165, 166, 167, 168, 169
Hearing	174, 178, 188
Seeing	191, 192, 194, 196, 198, 200, 203, 204
Story Time	217, 219
Other Small Group Activities	233, 244
Shape	
Art	30, 31, 32, 33, 34, 35, 36, 38, 39, 40, 41
Cooking	46, 47, 48, 50, 51
Daily Procedures	58, 59
Messy	88
Motor	99, 101, 102, 115, 117, 127, 128, 129
Science	152, 155, 156, 159, 161
Sensory:	
Feeling	167, 168
Seeing	198, 199, 200
Other Small Group Activities	244

EXPRESSIVE LANGUAGE

MOTOR

Imitative

Art	31, 32, 33 36, 40, 41
Daily Procedures	61
Dramatic Play	77, 85
Music	145

Gestural

Dramatic Play	68, 69, 84
Music	141, 147

Group Participation

Motor	96, 98, 99, 100, 105, 107, 110, 112, 119, 120, 125
Music	137, 138, 145
Story Time	212, 213, 214, 219, 222

VERBAL

Word Type

Art	30, 32, 33, 34, 35, 36, 37, 40
Cooking	45, 46, 47, 48, 50, 51
Daily Procedures	56, 59, 60, 62
Dramatic Play	71, 73, 74, 75, 79, 80, 85
Messy	88, 94
Motor	96, 97, 99, 101, 104, 105, 106, 113, 119, 124
Music	134, 143, 1
Science	156, 159
Sensory:	
Feeling	165, 166
Hearing	172, 182
Seeing	193, 203, 204
Smelling	206
Tasting	209, 210
Story Time	215, 219, 220
Water Play	229, 230
Other Small Group Activities	244, 245, 246

EXPRESSIVE LANGUAGE

	VERBAL
Naming People	
Art	30, 33
Daily Procedures	56, 64
Dramatic Play	68, 69, 70, 71, 72, 73, 76, 78, 79, 80, 81, 84, 85
Motor	105
Music	142, 143, 148
Science	153
Sensory:	
Hearing	185, 190
Seeing	205
Story Time	212, 218
Trips	225, 226
Water Play	228
Other Small Group Activities	237, 239

EXPRESSIVE LANGUAGE

VERBAL

Naming Things	
Art	30, 32, 33, 35, 36, 37, 38, 39, 40, 41
Cooking	45, 46, 47, 48, 49, 50, 51
Daily Procedures	56, 58, 59, 60, 62, 65
Dramatic Play	68, 69, 70, 71, 72, 73, 74, 76, 78, 79, 80, 81, 83, 84
Messy	88, 94
Motor	98, 101, 102, 104, 107, 108, 109, 110, 111, 112, 114, 116, 117, 120, 121, 123, 124
Music	134, 135, 136, 137, 144, 145, 146
Science	150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160
Sensory:	
Feeling	166, 167, 170
Hearing	171, 178, 182, 183, 184, 187
Seeing	196, 197, 199, 202, 203, 204, 205
Smelling	207
Tasting	209, 210
Story Time	219, 220, 221, 222
Trips	224, 225, 226
Water Play	228, 229, 230
Other Small Group Activities	232, 236, 242, 243, 244

VERBAL

Social Language	
Art	31, 33, 34, 41
Cooking	47
Daily Procedures	57, 59, 63, 66
Dramatic Play	68, 69, 70, 71, 72, 76, 78, 80, 81
Motor	101, 103
Trips	225, 226
Other Small Group Activities	243
Conversation	
Art	30, 32, 33, 34, 36, 37, 38, 39, 40, 41
Cooking	45, 46, 47, 48, 49, 50, 51
Daily Procedures	56, 58, 59, 62, 65
Dramatic Play	68, 69, 70, 71, 74, 75, 77, 78, 79, 80, 81
Motor	113, 123, 124, 125
Music	135, 136, 137, 140, 141, 144, 145, 146
Science	150, 151, 152, 154, 155, 156, 158, 160, 161, 162

(continued)

VERBAL

(Conversation, continued)

Sensory:	
Feeling	165, 166, 167, 169
Hearing	171, 179, 183, 184, 185, 186, 187, 189, 190
Seeing	191, 192, 193, 194, 195, 197, 199, 201, 202
Smelling	207
Tasting	209, 210
Story Time	212, 214, 216, 217, 218, 222
Trips	224, 225, 226
Water Play	228, 229, 230
Other Small Group Activities	232, 233, 235, 236, 237, 239, 240, 241, 242, 243, 245, 247